BULLETIN

OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

ANNUAL MEETING EDUCATIONAL DISCUSSION

Editorial Committee: Joseph Allen; G. R. Coffman; Margaret L. Farrand; H. W. Tyler, Chairman

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ANNUAL MEETING

The fifteenth annual meeting will be held at New York City, Monday, December 31, 1928, and Tuesday, January 1, 1929, in connection with the American Association for the Advancement of Science. The preliminary program is printed below and further announcements will be circulated in due time to officers of local chapters.

The local committee consists of G. N. Calkins, J. J. Coss, A. L. Jones, G. B. Pegram, W. F. Russell, and E. H. Wright.

Headquarters: Hotel Lincoln, 44th Street and Eighth Avenue.

A reduction of one and one-half fare on the "Certificate Plan" will be available for members (and their wives) from practically all points in the United States and Canada provided not less than 250 certificates are presented.

Tickets at the regular one-way tariff fare for the journey to New York City may be obtained at dates depending on the locality. A certificate in the name of the American Association of University Professors or of other societies meeting at New York City must be obtained with these tickets.

Other meetings include:

The American Association for the Advancement of Science and other affiliated societies, New York, December 27 to January 1.

The American Philological Association and the Archeological Institute, New York, December 27 to 29.

American Economic Association, Chicago, December 26 to 29. American Historical Association, Indianapolis, December 28 to 31. American Political Science Association, Ann Arbor, December 28 and 29.

Modern Language Association of America, Toronto, December 27 to 29.

Association of American Law Schools, Chicago, December 29 to 31.
Association of American Colleges, Chattanooga, second week in January.

PRELIMINARY PROGRAM

Monday, December 31, 1928

Casa Italiana, Columbia University, Amsterdam Ave. and 117th St.

9.00 A.M. Registration of delegates and members

If several delegates are present from the same institution

one should be designated as voting representative in case of a proportional vote

Meeting of the Council

10.00 A.M. First Session, Casa Italiana
Organization and Conduct of Local Chapters, Report of
Committee E., Edward S. Allen, Chairman
Brief Reports from Committees

1.00 P.M. Luncheon, Faculty Club

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2.00 P.M. Second Session, Casa Italiana
Methods of Appointments and Promotions, Report of
Committee B, Hardin Craig, Chairman
Report of Special Committee on Placement Service,
Joseph Mayer, Chairman

7.00 P.M. Annual Dinner, Columbia Faculty Club

Tuesday, January 1, 1929

9.00 A.M. Meeting of the Council
10.00 A.M. Third Session, Casa Italiana
Reports from Officers and Council
Constitutional Amendments (see October Bulletin,
p. 412)
Miscellaneous Business
Meeting of the Council for 1929

REPORT OF COMMITTEE TO NOMINATE OFFICERS

Vice-President: H. C. Warren, Psychology, Princeton

Members of the Council (term expiring January 1, 1932)

B. H. Bode	Philosophy	Ohio State
M. T. Bogert	Chemistry	Columbia
A. L. Bondurant	Classics	Mississippi
H. S. Conard	Botany	Grinnell
P. O. Ray	Political Science	California (Berkeley)
F. H. Richtmeyer	Physics	Cornell
Joel Stebbins	Astronomy	Wisconsin
H. S. Uhler	Physics	Yale
H. S. White	Mathematics	Vassar
H. V. Wilson	Biology	North Carolina

NOTES AND ANNOUNCEMENTS

COMMITTEE ON ETHICS.—The committee has received numerous letters from members of the Association in regard to statements in the press alleging impropriety in the relations between certain professors and public utility organizations, as brought out in the investigation now in progress by the Federal Trade Commission. These reports will have the serious attention of the Committee on Ethics as soon as the necessary authoritative information is available.

COMMITTEE ON PLACEMENT SERVICE.—At the May 12th meeting of the Council it was voted to establish a permanent office in Washington; and a Committee on Placement Service, composed of Professors Conklin, Cook, Craig, Mayer, chairman, and Schenck was appointed to make a preliminary survey of placement possibilities and report to the Council before the next Annual Meeting.

During the summer questionnaires were sent to officers of Local Chapters, and to the members of the thirty-seven chapters which had previously requested duplicate letters for distribution to their members; to the directors of placement service of all colleges and universities on the American Council on Education accredited list; to secretaries of specialist societies, and to honorary members who are presidents or deans. Much valuable information has been received and is highly appreciated by the committee. The subject will be discussed by the committee and the Council in November with a view to presenting a report to the Annual Meeting in New York.

AMERICAN COUNCIL ON EDUCATION.—The Educational Record for July contains the detailed report of the annual meeting of the American Council on Education. The Presidential address deals interestingly with the rapid development of mechanical power and its influence on education in America. The report of the Executive Committee describes the reorganization of agencies for international relations, involving the transfer of responsibility from the American Council to the Institute of International Education. Mention is made of the allotment of \$5000 for a fact-finding study, by the committee on International Intellectual Cooperation of the League of Nations, of the present situation in regard to national offices of international education and exchanges. The study is now in progress.

There are already established in Europe nine national offices for administering such exchanges and the directors of these offices held their third annual meeting in Paris in April.

A special committee of the Council has been appointed to see what can be done to secure cooperation on the problem of enlisting and training college teachers. This committee has undertaken as a preliminary step a cooperative experiment designed to clarify the general understanding of the objectives and requirements of college teaching. Although the Council voted to discontinue the personnel register, the office is continuing to give service whenever called for.

The question of standards used by regional associations in accrediting colleges and secondary schools has occupied the attention of the executive committee.

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The Educational Record for October, 1928, contains a report on the "Modern Foreign Language Study in the United States" (see Bullelin, vol. ix, no. 4); a report on "Occupational Destination of Ph.D. Recipients" by M. E. Haggerty of the University of Minnesota; "A Study in Examinations in Graduate Courses in Education" by J. M. Brewer, Harvard.

Dean Haggerty analyzes the occupations of doctors of philosophy from three public and four private institutions in the United States. Harvard, Princeton, Johns Hopkins, Chicago, Wisconsin, California and Minnesota aggregating 5789, of whom 4197 (72¹/₂ per cent) are in educational work.

"It is clear from an examination of the data that the occupation which exceeds all others is teaching, primarily college and university teaching. Interestingly enough, the data show that the doctors from private universities are predominantly to be found in private colleges and universities and those from state universities are in public colleges and universities. About sixty per cent (not including the Hopkins data) of all individuals are engaged in college and university teaching and administration, and an additional six per cent are teaching in other types of schools. In view of the fact that teaching is the predominant occupational destination of Ph.D. recipients, it is pertinent to inquire what the graduate schools are doing to prepare students for their future business. The present study provides no material answer to this query, but in the study already noted (Haggerty) it appeared that their efforts are confined

to two things: the exploitation of subject matter with the techniques of scholarship relevant thereto, and some form of apprentice teaching. Practically nothing is done by way of specific instruction for the business of college teaching, and there is evidence of hostility on the part of some graduate schools to such instruction. The reasons usually given for failure to require or even to offer such instruction are lack of time on the part of the student, the absence of need for such instruction, or the inconsequential character of what students of education can offer to the aspiring doctor....

"In about four hundred American colleges and universities, attempts are being made this year to improve the education provided for students. In the main these attempts center about four problems, the curriculum, methods of teaching, organization and administration, and the abilities and interests of students. It is fair to say that for the most part the persons who are attempting these improvements have had no specific training for the work they are undertaking other than that gained in the graduate schools. This, with native ability and 'experience' makes the total equipment of these would-be-improvers of American education. Their psychology, generally gained at second hand, is usually more popular than profound, and they are curiously free from any belief that there are 'principles' of curriculum construction. It may fairly be asked whether the time has not arrived to face squarely the obvious facts. The graduate schools of American universities are essentially teachertraining institutions and upon the kind of training which they offer and require of their doctorate candidates will depend the character of our college faculties and the quality of college education. too much to ask that in this program of graduate training the students should be required to give some attention to the problems of education problems which will constitute the student's chief concern once he is launched on his professional career?"

HIGHER EDUCATIONAL SURVEYS.—U. S. Bureau of Education, Bulletin, 1928, No. 11, contains an account of "Higher Educational Surveys," by Arthur J. Klein and others. During the period 1922–1926, there were surveys of large institutions of higher learning in Indiana, Kansas, Texas, and Utah; of all institutions of higher learning, state and privately endowed, in Massachusetts and Tennessee; of the University of Pennsylvania; of all large Baptist colleges in Tennessee; of two private institutions; and of the higher institutions

in Cleveland. "The increased cost of higher education, which during recent years has accompanied a constantly growing demand for education beyond the high school, has made the problem of support an important one with which all surveys must deal. Surveys made by the Bureau of Education are less inclined to meet this situation by recommending increased provision of income than by recommending increased coordination and internal efficiency in the expenditure of funds already available. This tendency reflects a high degree of confidence that support will be provided willingly if the usefulness and economy of the service given by the colleges and universities are clearly apparent to those who support the institutions. Yet the bureau's surveys present the facts and frequently make comparisons which obviously call for larger provision of resources."

Accredited Higher Institutions.—U. S. Bureau of Education, Bulletin, 1927, No. 41, "Accredited Higher Institutions," contains an account of various accrediting agencies, the American Council on Education, the Association of American Universities, etc. Particular care is taken to emphasize the fact that the Bureau itself has no responsibility for the classification.

The Linguistic Institute.—Feeling that the study of language as a science has not received in America the support which it deserves the Linguistic Society of America last summer arranged a six weeks convention of students of language under the name of The Linguistic Institute.

Thirty-two friends of the undertaking guaranteed a maximum of twenty dollars each to provide for preliminary expenses. Yale University granted the use of its halls and its library. Twenty-three professors of linguistics and philology in American universities and colleges and one from Germany agreed to offer courses on the uncertain remuneration collected from students' fees. The fee of forty dollars from each student in each course was to go to the instructor; a fee of twenty dollars from each registrant was to cover the other expenses. Fortunately, the Carnegie Corporation provided \$2500, and \$210 was anonymously contributed. This made it possible to guarantee to each instructor a minimum of \$250, which is all that was finally paid. Nevertheless, at the end of the session, though no class enrolled more than six students and several courses that had been announced were not called for, the sixty-five

members of the Institute unanimously agreed to recommend that another session be held next summer on the same general plan, for the sake of the inspiration and cooperation that a small group working in the same field, undisturbed by extraneous duties, can provide.

The significance of the experiment is two-fold: First, the Institute was undertaken by the Society with no financial support, except from a small group of guarantors of overhead expenses, and planned with no other remuneration for the faculty than what each member might collect by way of student fees, until the Carnegie Corporation granted its subsidy, which, however, with all fees, covered only the personal expenses of the faculty during the session.

Second, the administration of the Linguistic Institute is in the hands of a committee of three chosen by the Linguistic Society of America from its own membership. This committee may be recalled and a new committee elected at any time or any other arrangement made that the Society may see fit. The Society membership is, of course, made up almost or quite exclusively of scholars and students of language.

R. E. Saleski, Bethany College

Immigration of College Professors.—An amendment to the immigration act of 1924 is being urged upon Congress by six women's colleges—Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley—whose action is endorsed by some two hundred other institutions of learning in all parts of the country. The present law requires that a foreigner who is to come to the United States as a teacher in a higher institution of learning may be admitted, even though the quota from his country is full, if he has been engaged in teaching continuously for two years before his application for a visé. This obviously discriminates unjustly in many instances, in the case, for instance, of a man who has been studying for a year in preparation for his work in America. It is proposed to amend the act to admit:

"An immigrant who is qualified to teach as may be by regulation defined, who seeks to enter the United States solely for the purpose of teaching in, and who shall have a written contract to teach for a definite term, with a college, academy, seminary, or university approved by the Secretary of Labor; and his wife, and his unmarried children under eighteen years of age, if accompanying or following to join him: *Provided*, That such institution of learning shall have agreed to report to the Secretary of Labor the continuation and termination of the employment of such teacher, and if any such

institution of learning fails to make such reports promptly the approval shall be withdrawn."

CITÉ UNIVERSITAIRE.—Forty nations have accepted the invitation of the University of Paris to receive gifts of land in the Cité Universitaire and erect dormitories for their own nationals. More than twelve such dormitories will be in use this season. One hundred thousand dollars is still needed to build, equip, and open the American building. Dr. Homer Gage, of Worcester, Mass., chairman of the American committee, has made an appeal to Americans to complete the fund for this country's dormitory. Among universities and colleges which have contributed one or more rooms are Harvard, Yale, Dartmouth, Smith, Vassar, Cornell, Rutgers, Williams, the University of Pennsylvania, the University of California, the University of Wisconsin, Rice Institute, Mount Holyoke, Purdue University, the College of the City of New York, Brown University, and Duke University. Plans are under way for the raising of funds at Princeton, the University of Chicago, Columbia, Radcliffe, Bryn Mawr, and the Pennsylvania College for Women. For \$2500 a university, community, or individual has the privilege of placing a suitably inscribed tablet in a student's room, indicating the source of the gift and carrying a preference in the assignment of that room. In addition to individuals, a number of cities will be represented by rooms. Among them are Evanston, St. Paul, Minneapolis, Cincinnati, Baltimore, and Washington.

C. R. B. EDUCATIONAL FOUNDATION.—The Annual Report for 1927 states that the Commission for Relief in Belgium Educational Foundation has modified its tentative policy of making a uniform grant of \$1000 to an American University requesting financial help to bring an approved Belgian professor for teaching in this country; hereafter the Foundation's contribution will not exceed that of the American University. Each request is in future to be reviewed by the Foundation on its merits.

By agreement with the Fondation Universitaire the fellowship program has been modified and somewhat curtailed. In future a smaller number of Belgian graduate fellows will be sent to America; that is, ten for 1928–29 instead of the present sixteen, while the number of advanced fellowships will remain at eight for Belgian and three for American members of university or college faculties.

"The year marked in some ways the end of the Foundation's formative period. Our large financial participation in the erection of educational buildings in Belgium was completed and the structures at Brussels and Louvain will be dedicated this year. Our accumulated experience in the management of the exchange fellowships has already resulted in our increased support to the advanced student, and the future may see us concentrating our efforts on a single objective, such as the upbuilding of the teaching career in Belgium or some other large problem which will benefit Belgian higher education and the exchange of intellectual ideas between our two countries."

Application forms and further information may be obtained by addressing the Fellowship Committee, C. R. B. Educational Foundation, Inc., 42 Broadway, New York.

EDUCATIONAL TOUR IN GERMANY.—The International Institute of Teachers College, Columbia University, and the Central Institute for Education and Instruction of Berlin announce a tour of Germany's educational institutions for the summer of 1929. This tour is organized by the Central Institute which operates under the auspices of the Prussian Ministry of Education and the German Federal Ministry of the Interior.

The selection of members of the party will be in the hands of the International Institute of Teachers College, Columbia University. The visitation of schools will begin on June 17, 1929, either at Hamburg or Bremen, and will continue for six weeks, ending just before the World Federation of Educational Associations Conference in Geneva, which meets the last week in July.

All types of German educational institutions will be seen, such as elementary schools, secondary schools, rural schools, vocational schools, community and country boarding schools, teachers' colleges, universities and folk universities, and all types of education such as physical education, and the like. Emphasis will be placed upon physical education, art education, dramatics, the Youth Movement, school organization, methods of instruction, outdoor life, playgrounds, and juvenile welfare.

There will be twenty-five in the party and membership will be limited to those who have some command of the German language. Any one interested in this visitation tour may secure fuller information from Dr. Thomas Alexander, Teachers College, Columbia University, New York City.

REVIEWS

PROBLEMS OF COLLEGE EDUCATION, edited by Earl Hudelson. The University of Minnesota Press.

To members of this Association generally this book should be of wide interest and usefulness. It includes studies in administration. student personnel, curriculum, and instruction. It is the result of activities at the University of Minnesota, one of our most progressive higher educational institutions, where "for three years a Faculty Conference has been maintained where educational matters are discussed and researches reported." As a result of the initiative of this group and of the University Committee on Educational Research, there was held from July 5 to 17, 1927, at this university, an institute on Problems of College Education. Though the majority of the thirty-five addresses or articles in the volume presented at that time are by members of the local faculty, notable representatives from outside include A. J. Klein, Chief, Division of Higher Education, United States Bureau of Education; E. C. Elliott, President of Purdue; James M. Wood, President of Stephens College; D. A. Robertson, Assistant Director, American Council on Education: E. H. Wilkins, President of Oberlin; D. J. Cowling, President of Carleton; and Smiley Blanton, Professor of Mental Hygiene, Vassar College. The attendance, we are told, was large and enthusiastic, comprising "college presidents, deans, registrars, and other faculty personnel."

President Hopkins of Dartmouth, in an introduction of three pages, commends the fine service of the University of Minnesota to all educational institutions in organizing and carrying through this institute. He epitomizes the objective of this institute and of all such activities in a query: "How should organization of the work of the university be accomplished so that maximum advantages shall be secured, so that minimum harm shall be done by the machinery inevitable and indispensable for working with groups?"

It is obviously impossible to summarize or review all the topics discussed in the four hundred and forty-nine pages of this sizable volume. Excerpts or reviews in earlier numbers of the *Bulletin* have presented the views of President Wood on the junior college, President Wilkins on the college curriculum, and President Cowling on the financial needs of a college of liberal arts of one thousand students and on the future of the liberal arts college. Dr. Klein in "Industrial

Problems of the University" makes an appeal "for the routine collection of information concerning the faculty, the student body, the plans and equipment." He deplores the general lack of such information in the higher educational institutions. The topic of widest general interest to members of this Association is probably Dean Ford's, the selection and improvement of the college faculty. Though his opening statement is platitudinous, it cannot be emphasized too often: "I am interested in this question of choosing men because I am perfectly clear that it is the one big job in a university." Two other comments suggest his point of view further: "I have no patience with a college president who through a series of vears neglects the opportunity to build a faculty that can turn out alumni who will establish their institution's credit in the eyes of the educational world.... There is no magic in a doctor's degree. It is no panacea. But there is one thing about a man with a doctor's degree: if he writes a thesis and it is published, that is one time when you have a chance to look inside a man's head. You can tell a good deal about his brain quality by the way he handles his subject." In discussing the graduate school Dr. Robertson and Dean Ford agree that the most important consideration is a leader in research and teaching. And here Dean Ford approaches the doctorate from another angle when he raises doubt as to the holding of certain degrees being true tests of qualification to teach in the college.

Under the general head of "Student Personnel," topics of special significance are: student mortality, the prediction of student scholarship, the selection of college students, a program for student counseling, college marks, and mental hygiene for students. In this connection, the reviewer calls attention to a report of sixty-eight pages by the Committee on Personnel Methods of the American Council on Education, appearing in the July, 1928, issue of *The Educational Record*. This includes a selected bibliography of three pages. Dean Johnston in the opening of "The Selection of College Students" makes a striking but not surprising comment: "Our studies in this field of prediction have shown that of all the criteria employed, the degree of success in previous studies is the most important single measure of aptitude for college work."

Under "Curriculum and Instruction" three topics may be singled out for brief comment. President Wood's explanation of the comprehensive study now being made by Stephens College of the problem of a college curriculum for women suggests adaptation as the central REVIEWS 503

idea in the approach. In the second place, Professors Hudelson and Erikson raise the question as to whether educational efficiency in the small class is proportionately enough greater than that in the large class to justify the much larger additional expense in the former case. And scientists will be much interested in Dean Freeman's suggested program for improvements in instruction in science. In fact, most of his suggestions will apply to any collegiate subject.

G. R. COFFMAN, Boston University

BIBLIOGRAPHY—PRACTICAL, ENUMERATIVE, HISTORICAL; AN INTRODUCTORY MANUAL, by Henry Bartlett Van Hoesen, with the collaboration of Frank Keller Walter, Charles Scribners' Sons.

As the volume of literature in all fields of learning has increased, the importance of bibliography, "the science of books," has grown likewise. In the favorable environment of our modern civilization the literature of the arts and sciences has flourished so luxuriantly that students and investigators are in danger of becoming hopelessly lost in the jungle, and the "literature problem" has become the despair of the research workers in many fields. The old statement, "knowledge is power-if you know how to use it," has been changed to, "knowledge is power-if you know how to find it." With some twenty-five million books already in existence and more pouring from the presses every day, professors must advise their students, in the words of Dana, which are quoted in the book here reviewed, "The most valuable knowledge is knowledge that leads to knowledge. You can't learn everything, so be wise and learn what you need to learn. All knowledge is in print, or will be tomorrow. To know how to find in books and journals just the information you need-that is to hold the eel of wisdom by the tail."

Realizing that some training in bibliography in its broadest sense was needed by their more advanced students, some American universities have asked their librarians to offer courses in the subject. For such courses there was needed a certain type of textbook, and a search for one showed that none existed in the English language. Dr. Van Hoesen, who has been giving such a course at Princeton since 1923, and Dr. Walter, who has been conducting a bibliographical seminar at the University of Minnesota, have produced a book which not only admirably meets the requirements of a text for such a course, but will be invaluable to university professors, reference librarians, and advanced students and investigators.

The book is a condensed encyclopædia of the whole science of bibliography—the preparation and use of bibliographies, subject bibliographies, special bibliographies, national bibliographies, bibliographies of bibliographies, library science, the history of writing, the history of printing, the history of book decoration, the history of libraries, bookselling, and publishing. Lists are given of the best bibliographies in the various branches of the historical, social, pure. and applied sciences, music, art, archæology, language, literature. religion, and philosophy. The chapter on library science explains the machinery of a modern library, and discusses some of the problems with which librarians have to wrestle, in their efforts to give the service which the users of the library demand, and which can best be supplied by university librarians who have the intelligent and sympathetic cooperation of the students and members of the faculty. The chapters on the history of writing, the history of printing, and book-decoration, bookselling and publishing, and library history and resources will prove interesting reading to any one who loves books. There are eighty-eight illustrations of different forms of writing used by men from the stone age to the fifteenth century. There is an appendix of more than one thousand seven hundred titles-bibliographies (arranged by subjects) and books and papers about bibliography; and there is an excellent topical index.

The book fills a long-felt want. University teachers and investigators, reference librarians, students, and other lovers and users of books should be grateful to Dr. Van Hoesen and Dr. Walter for having made it available to them.

B. F. Howell, Princeton University

THE EFFECTIVE COLLEGE, edited by Robert L. Kelly. Published by the Association of American Colleges, 111 Fifth Avenue, New York, N. Y.

More than half the papers in *The Effective College* are reprinted from the *Bulletin* of the Association of American Colleges; ten others were prepared especially for the volume. The papers vary greatly in both substance and form: "Some were carefully prepared papers, others stenographic reports of *extempore* addresses before the annual meeting of the Association." But the volume as a whole may justly be said to represent the best thought about college problems that is being done in our day by the most distinctive leaders. The writers

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include such men as Presidents Aydelotte, Mason, Wilkins, and Lowell and Professors Tatlock and Surette.

The papers are divided into the following nine groups: "Ideals for the Effective College," "The Effective College Curriculum," "Faculty-Student Relationships," "Effective Teaching," "The Promotion of Scholarship," "Music and the Arts of Design," "Religion in the Effective College," "Financing the Effective College," and "The College of the Future." It would obviously be impossible in a brief review to give any idea of twenty-six papers on so wide a range of topics. The reviewer can select but a few for special comment.

President Aydelotte may be said to summarize the attitude of the book (so far as the minds of many independent men may be summarized) by his remark that "American colleges in the future will be more highly differentiated and less standardized than they are at present We shall not try to be all things to all men, but shall have the courage to cultivate each our own field in our own way." Perhaps not all the speakers agreed with President Aydelotte that "with a less artificial and conventional view of education, we shall abandon the conception of an academic unit of credit, valid anywhere for any degree, and focus attention not upon the individual credit hour but upon the individual student . . .," although new institutions like Bennington College and Sarah Lawrence College would bear out his contention. But all the speakers would agree that there is a place for many sorts of colleges-including the junior college, the state university, the denominational college, the older privately endowed Eastern college with its cultural traditions and standards—each of these is filling a place in the American life of today. President Lowell's address is a strong plea for the humanistic discipline which only the liberal arts college can afford, but he graciously recognizes that other types of institution have adequate reason for their existence, even the junior colleges, of which he remarks, "Doubtless they will intercept and draw away many young people who would otherwise go to a four-year college, but these will for the most part be youths who had better not go to such a college."

Dean Holt, in his advocacy of "Sectioning on the Basis of Ability," Professor Brooks in his tribute to the value of "Honor Courses," and Professor Tatlock in his praise of "The Comprehensive Examination" are all willing to admit that the systems which have proved useful at the United States Military Academy, Swarthmore, and Harvard,

respectively, may not all be suited to the particular needs and problems of other institutions.

Under "Faculty-Student Relationships" President Wilkins summarizes the favorable results, at the University of Chicago, of including outstanding members of the student body upon committees with its faculty. He stresses the necessity of having, upon such committees. equal representation from the student body and the faculty. "If this is the case no one feels isolated nor burdened with an excess of representative responsibility-all are more at ease." President Mason finds intellectual comradeship between the professors and the better students an important factor in the training of the students. He advises that honor men in junior and senior years should all be "assigned to departments, as assistants to groups of men working creatively in different fields, and be allowed to participate to a considerable degree." President Little advises greater care in the adjustment of instructor to student, differentiating the specialist with a primary interest in research, who will be stimulating to the advanced student, from the man of more general interests and more interest in creating enthusiasm for the subject, to whose devotion the junior student should be committed.

T. W. Surette, a truly great exponent of "music for all," contributes a thoughtful paper on "Music in the Liberal College." H. C. Wise has nothing particularly fresh to say upon the "Architecture of the Effective College," but we need to have repeated again and again the necessity for planning the college campus as a whole. The customary college "yard" with its grotesque assortment of Victorian Gothic, pseudo-classical, and neo-Georgian is hardly a scene conducive to the right "ordering of life."

The Effective College is a book to give encouragement to the increasing number of thoughtful persons within and without the campus who are weary of the college as a degree-mill and earnestly desire the reassertion of the intellectual character of college education.

Austin Warren, Boston University

An article by Harry Hansen in *Harper's* for October, presents an interesting and illuminating review of the activities of university presses in this country.

EDUCATIONAL DISCUSSION

School and College.—In President Lowell's opinion the college is compelled to do some of the work which the secondary school should have done, but failed to do. He attributes the fact that American boys enter college "with minds less trained than their contemporaries in Europe" to the fact that the former begin their schooling later, and in the earlier years proceed less rapidly. And he looks for no rapid improvement in the situation "until the teaching of children begins younger and is carried on faster in the earlier years."

Though it is admitted on all hands that the secondary schoolboy often comes to college without having learned to use the mother tongue adequately, without mastering any foreign language, and without necessary skill in number relations, we must remember that eighty per cent of high school students end their studies with the high school. It is on the whole a wise foresight which asks in the case of these eighty per cent whether the outcome of the mastery of a foreign language or of solid geometry is going to be for them so valuable as, for instance, a survey of current political and economic problems. We must remember also that of those going to college only about six per cent enter by way of examinations, and the preparation of this small minority is in many a high school admittedly a straddle between a main and a subsidiary function of the school. Hence, without illusion as to the unsatisfactory product, our public secondary schools should not be condemned for not doing something which they are not primarily trying to do.

Again, it is generally admitted that English boys who enter college at eighteen are of a greater intellectual maturity than American college candidates of the same age. Indeed, many have attained our college sophomore level. But the reason is not to be found "chiefly in the fact that they begin their schooling later." Englishmen who go to college are a highly selected group. More than sixty-four out of every ten thousand of our population are in colleges; only fifteen out of every ten thousand of the population of Great Britain are in colleges. Further, these fifteen in every ten thousand persons are the survivors from a process in which the unfit have been eliminated. It is the exceptional boy in the English elementary school who has first call on a place in the secondary school and the best chance for a scholarship at the university later. President Lowell's statement

would have been more just had it compared the first quartile of candidates for Harvard College with the Englishmen going up to Oxford.

But yet not quite equitable even then. The differences mentioned are important; but the most significant difference between the entering Harvard freshman and the English boy with whom President Lowell compares him is that the same educational processes which have selected the young Englishman have in large measure also led him into those fields of study for which his abilities are best adapted. The many subdivisions at an English secondary school are continually being reshuffled in accordance with discovered abilities, whether in classics, modern studies, mathematics, or natural science; within these groups the best are already working for honors and exhibitions; so that the exploratory work now done in the first year at Harvard and Swarthmore has been finished in the secondary school. . . .

It is unnecessary to elaborate the dissimilarities which invalidate President Lowell's comparison except to add that European education, as Dr. Learned has clearly pointed out, nowhere admits the principle of our educational credit system—that remarkable arrangement peculiar to America by which a student may deposit with a cashier called a registrar certificates of knowledge known as "college credits," one, two, or even three years before that knowledge, as far as the college is concerned, will be called for. Once deposited, these certificates cannot depreciate; time cannot wither them, though the knowledge they represent may vanish away. The lad "passed his French" as we say; for the rest of his school career; he is "safe" as far as French is concerned; he may speak no word of it for three years; nay he may forget it entirely, for his acquired merit in French, safe in the registrar's bosom, is beyond impeachment, repeal or recall. . . .

Now President Lowell proposes as a remedy for our obvious ailments that "the teaching of children should begin younger." Younger than what? We already have our nursery schools. The statement is puzzling, unless indeed the *teacher* is some one distinct from the *educator*, which unfortunately is too often the case. No one would deliberately advocate pushing the influence of the present college entrance examinations further down the educational ladder; if for no other reason, because they almost completely ignore the educational values inherent in self-expression in art. . . .

But every college admission officer with the figures at command

would agree, I think, with President Lowell that among qualified candidates for college, those best equipped for its intellectual adventures are the youngest. And that is because they are the fastest. Spot the youngest as they come under the wire, lead them to your paddock, and you will have picked the winners of the Grand Prix, for in measuring age you are measuring intellectual quality. Indeed preoccupation with time values constantly conceals grave discrepancies in intellectual quality. An examination of scholastic aptitude in the different forms of a well-known eastern preparatory school revealed the fact that there was a difference in mental ages in the groups classed as homogeneous of not less than six years and in one form as much as eight years. The remedy is to be found, therefore. not in impressing a fixed educational pattern earlier, but in a concerted effort of school and college to adapt their procedures to the wide individual differences known to exist among the youth who knock at college gates. . . .

Cannot a closer *liaison* be evolved between school and college which shall enable each to accomplish more fully its own peculiar work? Even if it were desirable to do so, European practice cannot be engrafted bodily on our educational system; but from a study of its history and development two principles emerge which are vital to

a better coordination of our educational process. . . .

The continuous process of a boy's education cannot be properly appraised by means of a cross-section of subjective tests taken at eighteen; the scroll of achievement and experience must be unrolled and read in sequence. Fortunately, never were more promising and earnest efforts made to appraise accurately the product of our educational institutions than at the present time. The Pennsylvania study of the relation of secondary and higher education, to be inaugurated in May, will endeavor, among other objects to test educational performance in the sixth, twelfth, and the sixteenth grade—or final year in college throughout the state. The studies at the two schools' levels will be cumulative and will result in a clearer understanding of actual results. Such a cumulative record card as Professor Ben D. Wood of Columbia University has provisionally constructed will give the secondary school firmer ground for educational guidance, and the college firmer ground for such a choice from among its candidates as will eliminate at least some of the fifty per cent of wastage between freshman year and graduation.

The second problem is one of motivation. Upon universities which

desire to attract students of intellectual independence and purpose lies the obligation to look sharply and deeply into the outcomes of the program of study which results from their admission requirements, inquiring especially how far these intellectual experiences tend to encourage that self-discovery and that desire for self-education which the English boy and girl has often reached at the same age. To make the work in fields of concentration or honors courses at Toronto, Harvard, and Swarthmore permanent and successful, is essentially a cooperative job in which schools must take their part; the college will do that work best which receives boys best able to avail themselves of it; success depends finally on how far the secondary schools can supply students qualified to proceed without delay with university work. The scholastic pace-makers in English schools are boys reading for university honors; scholarship becomes honorable; it is emulated because it is known that quality counts, not merely the quantity of different deposit slips passed in at the educational bank. The great lack in our preparatory schools is a consciousness that quality will acquire merit with educational cashiers, not merely quantity and class-room hours served. President Lowell observes that the secondary school does not complete the secondary teaching that ought to be done, and proceeds none the less to advise parents to send along their sons at seventeen; as one might say "to be sure, you schoolmasters have not finished your job, but send along your goods in the rough, we will do the rest of your journey-work for you." Would it not be more logical to say, "keep your boys; when their secondary education is really completed send them along; if we are satisfied that they are prepared for university work we will place them with those who are doing it." As far as I know, Swarthmore is the only college which has made a gesture favorable to the setting up of some sort of equivalent in our schools to the independent reading done in English schools by those who anticipate entering upon honors work at college. . . .

School and college can cooperate in devising a secondary school curriculum which shall be adequate, reasonable, flexible enough to adapt itself to individual differences, and above all with such a continuity as may lead to some degree of mastery, instead of the hodge-podge of unconsidered trifles which at present it sometimes ends in; they can welcome a better and more complete measurement of candidates by means of a cumulative record of past achievements, interests, and aptitudes and they can encourage quality of scholarship by

setting up in due time honors entrance examinations. Then boys and girls will proceed to college with the same eagerness and intellectual curiosity as their European contemporaries, and with an equal readiness to undertake further intellectual adventures in universities like Harvard, which have learned how to provide the opportunities for them.

JOHN A. LESTER, Harvard Advocate

PREPARING THE COLLEGE GRADUATE FOR HIGH SCHOOL TEACHING.— A third factor that the school of education should not overlook is the fact that the college graduate is frequently in need of a more thorough knowledge of the subject-matter to be taught. The beginning teacher generally needs additional training along this line in order to command the confidence and respect of his students. A mastery of the subject matter to be taught is of no less importance than the work in educational theory and practice. Since the purpose of the school of education is to prepare fit agents for a specific public task it is evident that higher qualifications should be required for graduation. The college stamp of approval should be placed only upon those students who are capable of successfully performing the definite task for which they prepared. The school of education may not always be responsible for the inadequate preparation of its pupils but it is responsible for recommending those who are lacking in requisite knowledge of the subject matter to be taught.

In order to eliminate the unfit, a more thorough system of examinations should be introduced. It is especially proper that the professional servants of the public be thoroughly tested as to fitness for the performance of their chosen work. The public has a right to expect that professional preparation for its service shall make its teachers certain of their ground, shall sift out the weak and assure the service of those who are thoroughly qualified. This selection involves making distinctions which are disagreeable, but which, in some form, no respectable institution can shirk. A series of comprehensive and reliable objective tests would, of course, be of special service in this field. Lacking these the college should use the best available means at its command for sifting out those who are qualified to teach from those who are not qualified.

The last factor to be mentioned in the preparation of the highschool teacher is a well-organized plan of supervised practice teaching. A letter was sent by the writer to fifty principals and superintendents of central Pennsylvania asking the question, "How may the college better prepare its graduates for high-school teaching?" Forty-one of the forty-seven replies received emphasized the need of a more vital system of supervised practice teaching....

The department of practice teaching is probably the weakest part of our teacher-training institutions. This is due largely to inadequate facilities and poor supervision. It is common knowledge that many of the colleges with laboratory schools do not possess proper facilities for observation, participation, and practice teaching. Unsatisfactory conditions are found in the small number of pupils commonly available for training purposes. In order to make the work of practice teaching effective it should be done under conditions measurably similar to those of public-school organization. Some actual practice teaching in a secondary school should, if possible, be required. This is especially important because the opinions of teachers in service indicate that work in this field is more valuable to the beginning teacher than any other type of work offered in the teacher-training institution.

F. THOMAS BECK, School and Society

An Educational Credo. —Every man who writes a book or even an article on the subject feels an unconquerable urge to compose and print a definition of education. I have read several dozen of these definitions, but only one of them seems to me completely satisfactory. I therefore cite it as my text. Its author is our most influential university president, Nicholas Murray Butler: "Education is that process whereby we fit ourselves to comprehend and to appropriate the whole spiritual inheritance of the race." If this superb statement is true, as I profoundly believe, then the result of education ought to be the ability to understand, delight in, and use everything good and beautiful which mankind has achieved through the long centuries. In other words, the result of education ought to be the highest type of culture, in the real significance of that much derided term. Culture has been defined by Matthew Arnold as "the ability to perceive, and the capacity to enjoy, what is excellent...."

The science of pedagogy is comparatively young. Pestalozzi has been dead a bare hundred years. But I think it will be admitted that in all human history no other science has, in so short a time, assumed so commanding a position or exercised so wide an influence 1 Address delivered before the East Tennessee Educational Association at Knoxville, October, 1927

upon the destiny of mankind. The reason is not far to seek. Men and women have always been interested in the proper training of their offspring. Well, here comes a man who claims to have made a care ful study of the numerous problems which are associated with this training. Naturally he is accorded an eager hearing. As time goes on, therefore, the number of such educational advisers increases by leaps and bounds, the public remains enchanted and beguiled by the sonorous and dogmatic pronouncements which issue from the pedagogical sancta sanctorum, and today educational experting is one of our most alluring and popular vocations. But every new science has always had to contend with the faker, the shyster, the adept who is vastly more interested in prestige and pelf than in the patient pursuit of truth. And everybody knows that one such faker not only can, but invariably does, make more noise than a dozen honest workmen. The tragedy of the situation lies in the fact that the public is either too lazy or too ignorant to distinguish between sheep and goats, and, further, that the strangle hold which the new pedagogy has secured on all our educational processes makes it possible for the goats, as well as for the sheep, to guide our children's destinies....

All of our great institutions for the training of teachers have practice schools. Well and good. If parents are willing for their sons and daughters to be used as laboratory material, certainly they have the right to submit them to the professor's scalpel and trephine. Moreover, in such schools the attempt is made, and, I dare say, successfully, properly to safeguard the experiments. But prospective teachers flock in for preparation—are required to flock in, especially during the summer session, and they gulp down the provender so lavishly and dogmatically provided, frequently acquire a severe case of intellectual indigestion, and proceed to work it off by attempting, so far as the machine allows them to do so, to carry out in their own schools, with their own often limited ability, the policies and projects which they saw in such smoothly-running operation at the teachers' college. And next time they attend the summer session they are confronted with an entirely new bag of tricks, informed that the repertoire of a year ago has been consigned to the trash-heap, and made to believe that this species of prestidigitation, this now you see a theory, now you don't, this here today, gone tomorrow, this irresponsible and endless tampering with the souls of little children through the medium of alleged new discoveries—they are made to believe, I say—that all this jumble of novelty and nescience is progress

in education. It is precisely the same sort of progress as that made by the engine of an automobile before the clutch is engaged. There is much noise and considerable wear and tear, but there is no movement.

Permit me to suggest another variety of pedagogical irresponsibility. It is the persistent and dogmatic assertion, in classrooms and in books and essays, of facts which are not facts, of so-called laws which have been disproved again and again, of theories whose utter lack of foundation has been repeatedly demonstrated. And the pity of it is that so many thousands of the men and women who sit enthralled at the feet of the unscrupulous pundits who are willing to go to such lengths in the mad scramble for fame are so blinded by the glitter and dazzle of specious and spurious greatness that they do not know that, instead of bread, they are being given, not even honest hard stones, but ephemeral and evanescent dust....

I have now attempted to discuss pedagogical irresponsibility as the first of three perilous factors in the contemporary educational situation. The second I mention is the incredible multiplication of the machinery of teaching and administration. Now I understand, of course, that the tremendous increase of the enrolment in our schools within the past few years has made necessary a reasonable expansion of the mechanics of education. But we have had a most unreasonable and disproportionate expansion of the mechanics of education . . . But it is my profound and mature conviction, based upon nearly twenty years of observation of and experience with the product of our high schools, that young men and women of college age are nothing like so well educated today as they were fifteen years ago, in spite of all our complicated, humming machinery. May I say further, that I believe the vast majority of college professors will be found to be in absolute agreement with that statement. Before passing to illustrations, let me say that, in my opinion, the most unfortunate and destructive result of our contemporary passion for machinery is the all but complete suppression of personality behind the teacher's desk

Illustrations of the fondness for machinery of those who sit in the seats of the pedagogical mighty are numerous. One is the loud insistence upon the value of courses in methods of teaching. Now, my own opinion (somewhat out of date, I suppose) is that no man or woman who has to learn method out of a textbook has any business in a schoolroom. But here is an aspirant for the position, let us say,

of French teacher in your high school. The principal question asked concerning her is not, "Does she really know French?" but, "How many courses has she had in methods of teaching French?" She may not be able to conjugate parler in the present indicative or to discuss intelligently the pronunciation of nasals, but if she can show a passing grade on a course in methods in some reputable normal school, the job is hers. The palpable absurdity of this sort of thing is beginning, happily, to percolate in some sections of the country, but in many others methods are still regarded as of supreme importance.

Please do not misunderstand me. I believe, of course, that older and more experienced teachers can give invaluable assistance to beginners, and I believe beginners should have such assistance whenever possible; but honestly I wouldn't swap thorough knowledge of subject matter for all the textbooks on methods, plus all the methods courses on earth.

Perhaps the most striking example of mechanics in modern education is the recently developed conviction of the supernal wisdom and divine finality of those potent fetishes, tests and measurements. The sanctum of every well regulated school nowadays has its walls all beplastered with charts and graphs, curves and lines, diagrams showing beyond cavil the whichness of the what, tables of percentages and a great variety of other such mural decoration; while in the filing cases may be found questionnaires, intelligence tests of every conceivable kind, so-called scientific measurements of everything and everybody on the place, measurable and immeasurable, and so forth....

The third factor in the current educational picture which I for one view with deep alarm is the growing insistence on so-called training for efficiency. As a matter of fact the phrase, training for efficiency, has come to be a sort of slogan, a species of war-cry, which is shouted from a thousand platforms and emblazoned upon tons of pedagogical propaganda....

Now, the making of a good living is a duty incumbent on all men, and it requires preparation; but I protest with all the force I can command that the schoolroom is not the place for that preparation.

The idea of vocational education came to us from Germany, where it was originally designed to assist in the gradual development of a distinction between the working classes and the cultured classes. Introduced into this country and shrewdly press-agented, the new scheme at once caught the popular fancy, and we were blandly assured that at last the true type of education had been discovered. Henceforth children should not burden their minds with so much mere baggage which would never be of any use to them, but should study practical subjects which would fit them for life! And are these subjects taught today in trade schools, where properly trained teachers and adequate equipment are available, and where all the time can be devoted to them? Yes, here and there. But as a rule, they have slipped one by one into the already crowded high school curriculum. What is the result? Many boys and girls, lured by the everlasting yawp of training for efficiency, register hopefully in the courses in architecture, journalism, automobile ignition and repair, stenography, and so on. And instead of being trained for efficiency, they are merely trained in inefficiency, for it is utterly impossible to teach any trade under heaven thoroughly in the time and with the equipment available in the average high school...

Permit me to cite, further, no less a pedagogical Moses than Professor David Snedden, of Teachers' College, who said, in an article in the March fifth issue of *School and Society:* "There is no future for true vocational education in any junior high schools or under the age of sixteen at the lowest....Vocational education and general or liberal education corrupt and nullify each other when offered in the same school." You see, I am not a lone fanatic, baying the moon in the wilderness.

But the vocational courses are popular. Why shouldn't they be? They are much easier than Latin and geometry, and far more interesting than English history and physics....

Easy, interesting. There you are. Of course every normal child will choose such subjects, when he is allowed to do so by the elective system, which, as applied to growing boys and girls, has always seemed to me a pernicious piece of incredible stupidity. For, when they have acquired, in the plastic years, the notion that they can select the easy and the interesting task, one of the foundation stones of character has crumbled into dust.

H. G. Wells, in "The World Set Free," an imaginative story of 1960 and the years immediately preceding and following, puts into the mouth of his most striking character this address to the teachers of that advanced period: "Whosoever would save his soul shall lose it....That is the starting point of all we have to do. It is a mistake to regard it as anything but a plain statement of fact. It is the basis for your work. You have to teach self-forgetfulness, and everything else that you have to teach is contributory and subordinate to

that end. Education is the release of man from self.... Under your guidance and these suggestions you will bring to bear on them, they have to shed the old Adam of instinctive suspicions, hostilities, and passions, and to find themselves again in the great being of the universe. The little circles of their egotism have to be opened out until they become arcs in the sweep of the racial purpose."

HUBERT MCNEILL POTEAT, Wake Forest College, Bulletin of Wake Forest College

SECURING NATIONAL EDUCATIONAL STANDARDS. 1—I shall content myself with a mere reference to the fact that some of the ablest friends of education are beginning to call in question the standardizing activities of such agencies as the regional associations of which we are one. These critics of standardization are asking whether we are not stifling legitimate experimentation by our efforts to compel institutions to meet standards....

The second fact to which I originally planned to call attention has also been mentioned several times in the discussions which have preceded this. I refer to the drastic criticisms which have been made of the quality of American teaching. It is an unusual week when some facile author does not write disparagingly of the high school or college or both. The criticism of the college, sharp as it is, pales into mild condemnation when compared with the vilification of the high school. When one reads the monographs published to expose the shortcomings of the American high school one's emotions are stirred....

May I pause long enough to say that for my own part I hope the day will come when slander of the high school and college will be punished by exile to Europe. Some of the people who write ponderous reports declaring the German gymnasium or the French lycée to be perfect ought to be required to bring up their children and grand-children and their great-grandchildren in those institutions. By the time they have suffered this sentence they may be intelligent enough to appreciate the meaning of the experiment in universal higher education in which this country is engaged.

I have made reference to these criticisms which are current in the educational literature of the day for the purpose of leading up to the main theme of this paper. It is my judgment that education is evolving so rapidly and in so many different directions that it is almost unavoidable that gross misunderstandings should arise....

¹ Address delivered at the annual meeting of the North Central Association of Colleges and Secondary Schools

May I illustrate what I mean by reference to a number of typical cases? Most college administrators and college teachers do not understand that there has been a complete transformation in the fundamental school which underlies all of our higher institutions. I refer to the elementary school. A generation ago the elementary school was a clumsy institution presided over by teachers who had very little professional training. These schools were barren of equipment. The progress of pupils was slow. The method of teaching was memoriter drill, and the achievements of learners were on the average very slight. In a single generation the elementary school has been transformed....

Let me ask you to turn abruptly to another illustration of startling and disconcerting change. Everywhere in the high schools and elementary schools of this country teachers are meeting in committees and in local and national associations and are talking about the curriculum. The curriculum is being reformed. Something is being dropped from some curriculum every few minutes, and the additions are legion in number and many-hued and various in character...

One more illustration and this part of my discussion is completed. Professional education at the opposite end of the scale is no less in process of change than is elementary education. At this very moment the two great professions of engineering and medicine have national commissions which are engaged in a thorough re-examination of the whole program of education in their fields. These commissions came into being because the contents of professional courses must be made more timely and more compact. That college administrator or that adviser of high-school pupils who does not know what is going on in professional education is ignorant of evolutionary processes which affect very vitally his own sphere of action.

May I summarize what I have been saying? American education from the lowest school to the highest is in process of such rapid change that misunderstandings are inevitable unless avenues of information are opened up and unless much energy is devoted to articulating the different institutions which make up our educational system....

I make a plea for the support of scientific studies of our institutions of education. If necessary, let us forego some of the expansions which we are eager to make until we can plan progress along lines that represent something far more deliberate than mere outbursts of enthusiasm. I am not implying that all expansion is reckless; I am not saying that there has been in the past any lack of conscientious con-

sideration. I am urging that we unite in a plan which is far beyond the possibilites of purely individual endeavor. I am urging that college administrators unite in their studies with those who are in charge of the high schools and that both college and high-school officers make themselves acquainted with the changes that are going on in the elementary schools and in the professional schools above....

If we can make a beginning on our own initiative, we can seek further support elsewhere. The land grant colleges have set us an example in this matter. Those colleges went to Congress and asked that a sum of money be appropriated to carry on the public service of making a thorough survey of the land grant institutions. Congress was quite willing to make a generous appropriation. The Bureau of Education is at the present moment engaged in conducting such a survey. The work is being done on broad cooperative lines with the assistance of men and women from all parts of the country and from a large number of institutions.

Is it out of place to recommend that the North Central Association join with the other regional associations and with the American Council on Education in applying to the federal authorities for support in a nation-wide study of high schools, colleges, and their related institutions?...

Why not push the matter so that Congress will provide for the constructive study of teacher training? It is quite as true today as it was formerly that teachers migrate from one state to another and encounter state tariff laws which interfere seriously with freedom of relations. It is impressively true, as every student of the problem knows, that the demand for properly trained teachers in this country far outruns the supply. The fact that there are in some quarters enough people who want teaching positions is in no sense of the word in contradiction to what I said when I asserted that the supply of properly trained teachers is inadequate. The fact is that American education has expanded with such astounding rapidity that one generation cannot keep up with the next....

Another service that national cooperation could render would be the selection of certain crucial items on which institutions might be asked in the future to keep uniform and comparable records. We are all of us familiar with the ambiguities which now attach to such phrase as per capita cost. The accounting systems of institutions vary so greatly and their internal organizations differ so much that any one who attempts to make a study of educational finances is hopelessly lost. Some fifteen years ago the Bureau of the Census made a fundamental study of the costs of a number of school systems. The information thus brought together was of inestimable service to school administrators. When I suggest that something of the same kind be asked for again from the National Congress, I am not proposing a step which is without precedent. I am suggesting, however, an extension of the national study far beyond the limits of the earlier and almost incidental inquiry initiated and carried on by the Bureau of the Census....

The need for a definition of secondary education that shall release the people of this nation from the ambiguities which today surround the junior high school and the junior college is so urgent that this alone would be adequate ground for asking Congress to give support to a national inquiry....

The Federal Government has long recognized the necessity of providing a national agency for the collection of information about educational operations in this country. The trouble with the body of information now collected by the Bureau of Education is that it is only partially interpreted. Indeed, it may be said that this information is, for the most part, presented in altogether raw form. Here and there some special investigator has taken this valuable raw material and has performed the calculations and made the comparisons which have rendered the statistical tables meaningful for educational practice. Can we not properly join with others of like interests and persuade Congress to provide for an interpretation of the facts now available at the Bureau of Education? The Government expends vast sums each year in providing manufacturers information about markets outside the United States. Can we not secure an adequate appropriation for the study of our national institutions of learning when the raw data are now at hand, collected by an agency sanctioned but only meagerly supported by Congress?

To my thinking there is little need for further illustration of the kind of inquiry which can properly be urged on our national authorities.

CHARLES H. JUDD, University of Chicago

EDUCATIONAL SELF-SURVEYS. 1—The first self-survey that I remember was that organized by Northwestern University, made by

¹ Report of the Commission on Educational Surveys presented at the annual meeting of the Association of American Colleges, January, 1928

a committee of its own faculty for each of its schools. They invited one man from the outside to sit on each of these committees, but it was essentially a self-survey of the university by its own faculty. The self-survey is taking different forms in different schools. It is leading in many cases to the appointment of an individual known as assistant to the president, or vice-president, who is there to organize such self-surveys of the educational workings of the institution and to keep the institution studying its own functioning and finding out how it can improve itself. I have a list here of fourteen such self-surveys that the Commission was aware of, and I presume there are a good many more.

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Northwestern University; University of Pittsburgh; Oregon Agricultural and Mechanical College; University of Southern California; University of Minnesota; University of Buffalo; State of Washington Agricultural and Mechanical College; University of Washington; University of Oregon; New Mexico Agricultural and Mechanical College; University of Missouri; Purdue University; Clemson College; Baylor University, Waco, Texas.

All of those are conducting some kind of a self-survey in an effort to find out by their own methods of investigation what their troubles are and how to correct them. All of these self-surveys are characterized by a predominance of the use of the new objective methods, such as the foreign language tests and objective methods of measuring their own efficiency.

In addition to that, the last report of the Commissioner of Education states that twenty-eight institutions out of seventy-four interviewed have introduced some form of self-education and self-government among the faculty.

Another form of self-survey has also blossomed out in the last two or three years. That is the student survey. Starting with the Dartmouth Survey, we have had the Harvard Survey and the Purdue Survey, and Yale is now in the process of making one. These are surveys by the students suggesting how the institution may be improved in its operation from the viewpoint of the student.

Thus we see that educational surveys started out with those of a general character conducted by committees organized for that purpose, and from that went to the state surveys, then to the survey of the individual institution, then to the self-survey by the faculties and administration, and finally to the surveys by students. This indicates a tendency which seems to be rather general at the present

time. President Mason, of the University of Chicago, speaking before the Library Association in Chicago, called attention to the fact that our own conception of college education is changing rapidly and rather fundamentally from the idea that a man's education ends when he leaves college and goes to work, to the idea that his education is continuous throughout his life. The function of the college, therefore, is not merely to supply him with tools for getting along in life, but it is also to so train him that his education will continue when he gets into the world's work. In the lingo that has developed in connection with this, he must be capable of self-education on the job for the rest of his life.

That idea of self-education on the job is spreading very fast in industry and business. Industrial and business men who take the products from our schools are coming to see that success in industry and in business depends in part on so organizing that their employees have the opportunity of growing and educating themselves on the job. It seems to me that this trend in college surveys is moving in the same direction. The idea of self-education on the job by studying its own job is developing in the colleges in reference both to the college's own activities, and to the preparation of the students so that they will be capable of self-education after they leave college.

CHARLES R. MANN, American Council on Education

THE RISING TIDE OF COLLEGE GRADUATES.-Professor Corwin of Yale expresses the opinion that "nearly all applicants who are unmistakably prepared for college work are accepted by the college of their first choice. A plain statement of this fact ought to relieve all undue anxiety on the part of applicants." Yet limitation of enrolment is meaningless unless there are many who until recently have been considered qualified who cannot be accommodated. Formerly, the applicant of respectable character who passed fifteen units was certain of acceptance. Now it is a question of relative rather than absolute records. Many candidates apply in several places, and this practice is encouraged by admissions committees. Bryn Mawr advises all candidates to register at two colleges. One public school man with two hundred seniors recently lamented the necessity of filling three sets of records and personal references for each, the difficulty being increased by the fact that the college blanks differ materially and cannot be merely duplicated. Two-thirds of his labor is sheer waste, both for him and for the college officers who have to examine, file, and

report on records of students who never come. The height of the ridiculous is reached in two cases cited by President Marsh, one of a candidate who applied at twenty medical schools and was rejected by all, and another who applied at twelve and was accepted by all. No study has been made of applications to undergraduate departments which will reveal the extent of the practice, which certainly exists, of duplicate registration.

It has been proposed that selection for at least a proportion of the enrolment be decided one year in advance. The statement of the plan in my questionnaire was: "At the end of the junior year the candidate would submit school records, personal references, the scholastic aptitude test of the College Board, and (if the college does not accept certificates) College Board examinations on the work of the junior year; if the candidate is acceptable he is promised admission if, in the senior year, he takes studies approved by the college, is certified by his school, and receives his honorable dismissal."

The first obvious advantage is that no candidate would, in the first instance, file more than one application. The college of first choice would approve the application, suggest that the candidate was of proper personal quality but had better take two years to complete preparation, or say that the candidate seemed unlikely to be acceptable at all. Then parents, teachers, and pupils could plan constructively for the future. For the fortunate best pupils broader school courses could be planned, without narrow restrictions imposed by college requirements. Those who were persuaded that college was not a wise objective could plan the last year at school with definite and practical purpose. For the group rejected by one college but acceptable at some college there would be time for thoughtful consideration without either duplication of application or frantic "shopping around" in the summer for a collegiate place to lay one's head.

For the colleges there would be the great advantage of having the records of many candidates settled in advance so that the committee could concentrate in the final summer on the cases needing real study. The proposal was that early selection should apply to 75 or 80 per cent of the places, so that there would still be room for late applicants of high quality or for those who made great improvement in the final year. One college says it would not approve definite acceptance before the completion of preparatory work because of danger of slackening interest. It should be noted that the plan requires

that the candidate tentatively accepted pursue studies approved by the college and maintain a certificate grade in them.

Except for objections noted above and for Michigan, which says the plan is not practicable in a state university, all the colleges consulted approve a trial for some such plan. The drift is certainly in this direction. Amherst says that it now gives a preliminary report in January, Dartmouth already makes its selection in April, Bryn Mawr advises candidates as to their chances after the junior year examinations, Connecticut College follows the proposed plan if the candidate voluntarily submits her record, Wheaton provides for evaluation of the record before the end of the junior year.

Columbia would apply the proposed plan for fifty per cent of its places. Cornell must hold twenty per cent of its places for scholar-ships awarded by the State Department of Education, and so could not pledge as many as 75 per cent a year in advance. Pennsylvania would like to apply the system for only 25 to 50 per cent of vacancies. Otherwise there is hearty approval of the plan for three-fourths of the entering class. Professor Bill of Dartmouth summarizes a general opinion in saying: "I am absolutely in favor of this scheme—it checks exactly with our theory of admission. The main advantage is that it would give the schools a chance to educate in senior year rather than prepare for examinations." May not the next great step in bridging the gap from school to college lie in this direction?

N. HORTEN BATCHELDER, Loomis Institute, Harvard Alumni Bulletin

What Does a College Teacher Do?—Enlistment and training of teachers was the topic of discussion at one session of the last Annual Meeting of the American Council on Education. As a result it was voted that the Council appoint a special committee on this subject to plan cooperation among the various interested organizations.

The committee agreed that the first step toward better methods of finding and promoting effective teachers consists in reaching some sort of an agreement as to what types of action, if any, are characteristic of effective teaching. Such a statement would help guide qualified young men and women into teaching, would help them improve their own work, and would furnish an objective basis for justifying promotion. In spite of the wide diversity of opinions on this subject, it is the sense of the committee that a very useful state-

ment can be secured if colleges will cooperate with the committee in accordance with the following plan:

The committee presents herewith a series of twelve brief statements, each one of which describes a characteristic mode of action of a successful college teacher. These statements are not presented as in any way final or complete, but merely as examples of the manner of statement. Discussion of what should be included in these items in the committee itself was found useful in clarifying and organizing each member's ideas on this important topic. Do these statements adequately describe the essential and distinguishing activities of the college teacher? What changes are needed?

- 1. Masters the subject to be taught.
- 2. Organizes the content in proper perspective.
- 3. Adjusts it to the college and the curriculum.
- 4. Studies the needs, capacities, interests, and aspirations of the students.
 - 5. Defines the specific values they should get from the work.
 - 6. Inspires them to want to get the values intended.
- 7. Appraises student achievement and compares results with those of others.
 - 8. Weighs the evidence and improves instruction.
- 9. Cooperates with colleagues in maintaining morale and in administration.
- 10. Discovers significant relationships among thoughts and things.
- 11. Develops a coherent vision of progress.
- 12. Creates tools that make realization of the vision possible.
- 13. Etc., etc.

The committee invites the institutional members of the Council to cooperate with it by organizing at each institution a group or groups of faculty members who may be interested to discuss this question and to formulate approximately in this form a statement that all members of the group agree to as satisfactory. The procedure is that the group on assembling takes the statement herewith presented and discusses it. There will be at the first meeting wide diversity of opinion. The group adjourns for a week or two while each member of the group prepares in the given form a statement that accurately expresses his or her conception of the teacher's activities. At the second meeting of the group these statements from individual members

are compared, criticized, and synthesized. This process is continued until the group reaches a statement to which all agree.

When the group has reached its final statement, this is returned to the Council for comparison and compilation with other such statements from other institutions. In this way there will ultimately be reached a final statement that represents the consensus of opinion of college teachers on this subject.

The success of the experiment depends largely on making the several statements from different colleges comparable in form. The form submitted is one which has been found effective both as a method of stating objectives and characteristic activities of a professional worker and as one that is useful in detecting ability in young men and women before actual try-out as teachers. Each statement describes a specific type of action. The activities described in each statement are different from those described in each other statement. It should be possible to determine by observation how well a teacher functions in each of the activities stated.

Your institution is invited to cooperate with the Council in this experiment. If faculty members are sufficiently interested to undertake the formulation of their conceptions of college teaching by the process just outlined, it is believed that college teaching will begin to improve very shortly because of the clarification as to objectives and methods which such a discussion brings to all participating teachers.

C. C. LITTLE, Michigan; MARY VAN KLEECK, Russel Sage Foundation; HARDIN CRAIG, University of Iowa; C. H. JUDD, University of Chicago; Otis E. Randall, Brown University; William E. Smyser, Ohio Wesleyan University, Educational Record

What Does a Dean Do?—"What are the duties of a dean of men?" I am sometimes asked. The answer cannot be given in a sentence. In general, it may be said that his work is both educational and social, that it is both administrative and personal. He is the contact officer between the administration and the men of the university. He exercises a friendly supervision over the moral, social, and intellectual life of undergraduates. He confers with them on questions affecting their personal or group interests. He seeks to enlist cooperation of all who can further these ends. . . .

Some idea of the varying activities of deans of men may be obtained from the following statements taken from official bulletins:

University of Colorado: The dean of men is particularly interested in the physical and moral welfare of the men of the university. He is a member of the faculty committee on student organizations and social life, and is also an advisory member of the committee on discipline. He is ready at all times to consult with students about their living conditions, social affairs and scholarship. Any student who needs help of any kind should feel free to call upon him.

University of Washington: The dean of men is concerned with the welfare of the men students of the university. He confers with them on all questions affecting their personal or group interests. Among other duties he prepares reports on students failing in scholastic work, arranges schedules, helps to find students part-time employment, and examines housing conditions. A list of approved boarding

places is kept in his office.

University of Pittsburgh: The work of the student during the first and second year is under the supervision of the dean of men. He receives frequent reports of the academic standing of each student and is constantly engaged in conferences with students, instructors, and parents for the purpose of improving the standard of this work. He devotes considerable time to advising students who have not yet decided upon their careers, finding what their interests are and making it possible for them to obtain information concerning the vocations in which they are interested...

The office of the dean of men is a haven to which students, faculty members, parents, landladies, and others go when they have a real or fancied grievance or a request they hesitate to take to instructors or to other administrative officers. His office is a general clearing-house for students who seek information about rules and regulations. He is the university trouble man. He is not a policeman. His business is helping young men and in this he gets his chief satisfaction....

Students are called into conference concerning excessive absences from classes, irregular withdrawal from courses and irregular habits reported by landladies, neighbors, merchants, and others. Some of these students are supplied with information concerning university rules and regulations. Others are given kindly advice. A few are warned that their dismissal will be recommended if reports of irregular habits continue to come in.

Many students come to ask for leaflets on law, medicine, pharmacy, engineering careers, agricultural occupations, careers in business, etc. Leaflets prepared by our office, together with those supplied by the

National Research Council and by other universities, supply the information....

The regular weekly required guidance-meeting for the men of the freshman class is held. One of the professors in the college of medicine talks on social hygiene. After the talk several of the men remain for personal conferences and advice. Other talks and conferences on the use of the library, the choice of a life-career, how to study, keeping mentally fit, keeping physically fit, etc., are arranged....

A hundred paragraphs like the above could be written, all different. The work of the dean of men in a great university is never done, is never the same, and is always with human beings. That's why it's so fascinating.

HARRY E. STONE, West Virginia University, School and Society

RESEARCH AND OTHER INTELLECTUAL ACTIVITIES.—Sometimes the enthusiasm of the promoters of research makes them want to elevate their particular intellectual activity to a plane apart. They are apt to become what may be called "rigid constructionists" of the meaning of the word "research...." Research has suffered in some universities by being confined strictly to "contributions to knowledge" published in a formal style.

Educators of broad acquaintance with the various intellectual activities of a modern university have pointed out that a surprisingly large proportion of the "contributions to knowledge" being printed in research journals are never heard of thereafter and are, in fact, of the nature of academic exercises—tasks of benefit to the researcher but to nobody else. George Sarton of Harvard University has remarked that it is possible for any persistent person of moderate intelligence to become the greatest authority in the world on a particular subject if he chooses a subject small enough. As time goes on and subjects become more difficult to find, it is possible to choose them very small indeed.

Of late years some of the most distinguished scholarly achievements have been new interpretations of the great accumulations of fairly well proved facts; as, for example, in what is called "the new history" where the emphasis has been shifted from military and political events to social and economic developments. Other distinguished work has, of course, been done in critical syntheses of scattered or ill-understood facts, and in making useful liaisons between sciences and subjects hitherto kept purely apart....

This does not mean, of course, that the search for hitherto unnoticed shreds of facts is not important and should not be given highly specialized attention. It means that, along with such combing of the field, there should go on serious work in the interpretation and the significant synthesis of the many thousands of facts already available from one source or another-facts existing in such abundance, and so unappreciated, that it sometimes seems discouraging to add to their number before reasonable attempts have been made to understand what has already been done. Such interpretation and theorizing about the data at hand require a type of mind no less able and scientific than that of the contributor-to-knowledge. The interpretor needs to be, in short, something of a philosopher. The philosophical scholar is a type less quickly recognized by educational administrators, and is not so ready at producing a large number of research titles in a short space of time, but his particular services are very much needed at the present stage of research in America. The former disparagement of scholars of philosophical type in favor of the contributor-to-knowledge, for the most part by German-influenced universities, was a mistake that is, of course, not made at this more advanced stage of affairs. The best and wisest policy for a university is to encourage all serious and dignified intellectual activities of its members, without permitting any particular class of scholars to monopolize the credit of being the only intellectual leaders of importance....

After the formal introduction of researchers and Germanic methods, the publication of research reports was put upon a quantity-production basis by the assignment of problems to graduate students and instructors with provision that the directing professor should reap the chief credit of anything important that might be discovered. The products of this system were labeled "research." Then it was noticed that this same system had been in use before the formal campaign for research was begun, except that the directing professor had remained modestly in the background and the report was not always considered important enough to publish.

It is apparent that nominalism and formalism play important parts in the organization of research in modern American universities. The system gives an increased number of titles, many of which—some judges might say most of which—represent little more than a record that some student or instructor has occupied himself industriously at a set task and has attained the pleasure of seeing his name in

print. As to the ultimate importance of this system of production, there may be some doubt. It is not impossible that a single new interpretation of ideas by a scholar of the philosophical type will bring more kudos to a university than the piling up of small "contributions to knowledge" beyond any one's power to digest them.

Such a comparison raises the question, just what is a university's function and duty? Is the primary purpose of a university that of adding to the world's knowledge on the wholesale scale and according to the formal system now in vogue; or is its purpose that of leading the youth of the nation to an understanding of the complicated civilization in which he finds himself? Not many years ago a distinguished university president defined education as "the acquisition of the spiritual inheritance of the race." There is a great and growing need, particularly in a democracy, for college students to become better acquainted with the classical truths on which their social and intellectual development is based. These truths need constant adaptation and adjustment for succeeding generations of students; there is a vast work to be done here. Beside such a task the addition of new contributions to knowledge seems important but not paramount.

P. B. McDonald, New York University, New York University Alumnus

Modern Languages and Engineering.—One of the striking changes in engineering education during the past fifty years has been the declining attention to foreign languages. Much of this decline has been attributed to the development of an abundant scientific and technical literature in the English language and to the lessened dependence of the modern engineer on foreign publications. Four of the groups of engineers were asked to indicate the extent to which they have used foreign languages in their business and professional activities, which languages they have employed, and their views on the question: Are modern foreign languages, as generally taught to engineering students, justified by their cultural value in proportion to the time expended?

The replies to the first question, make it plain that the leading men of the engineering fraternity in America make relatively little use of foreign languages. As might be expected the degree of use is highest among the chemical engineers, who are still somewhat dependent on European publications for contact with the advances

of the art. The mining engineers probably stand first in the spoken use of foreign languages.

French and German stand out strongly as the languages in the greatest use, Spanish being of relatively high importance only to mining engineers. The estimates of the cultural value of foreign

language as generally taught are highly consistent....

The modern language question elicited numerous comments. Many state that language study is properly a part of preparatory education. Those who advise that the engineering student should get a working knowledge of at least one foreign language stress facility in reading more often than ability to converse. German and French are suggested as desirable about twice as frequently as Spanish. Naturally, there is a body of comment definitely opposing required foreign language study in the engineering curriculum. Many frankly characterize such work as waste of time with the usual type of teaching. It is often stated that languages are not mastered well enough to be of real value and that the environment needed for their mastery is lacking in America. A number of comments voice a preference for other media of culture, many definitely advising that the time should be given to English and public speaking.

Taken as a whole, the formal and informal opinions do not seem to place a value on the foreign languages which would justify their general retention as required work. A thorough reading knowledge of at least one language other than English, gained principally in preparatory work and extended where necessary through elective study in college, would seem to meet with general approval. Little can be said, however, in favor of scattering the student's effort among a number of languages without fair mastery of any. It is worth noting that a number of those who offered comments would place

Latin on a par with the living tongues.

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Bulletin no. 13, Society for the Promotion of Engineering Education

Science and the Educated Man.—Whatever else it may do, it would be generally agreed that a liberal education should furnish some understanding of the world into which we are born. It should give us some knowledge of the natural scene in which human life is set, and of the biological organism that is man himself. It should reveal something of the rich heritage of knowledge and aspiration and beauty that men have gradually accumulated, and that is the material with which we must ourselves work. Above all it should

place in our hands the best intellectual techniques that have been devised for the understanding of ourselves and our world, and for intelligent participation in the joint enterprise of making the most of our resources, natural and human....The most potent instrument men have ever discovered for understanding their life in its natural setting, and for making the most of its possibilities, is that body of organized methods and techniques we call science....

Scientific concepts and methods have been the radical intellectual force of the last three centuries. They have transformed religion. art, moral, and social ideals almost beyond recognition. There is good reason to believe that the full force of science is just beginning to be felt in human institutions and activities. We have only begun to control the material forces of our environment; we are just on the verge of an adequate science of human life and its characteristic pursuits....Yet today the best college students, unless they are willing to give themselves pretty exclusively to a professional training in some one science, can graduate with distinction without ever having come closer to science than vague allusions and meaningless generalities. They are, on the average, much more ignorant of science than were their fathers. If they have taken a single course or so in an elementary laboratory subject, they usually acquire a dislike for a rigorous drill that seems to have little bearing on human interests. They come to the study of contemporary philosophies of life and nature, which are nothing if not interpretations of scientific concepts and data, with only the vaguest ideas of what it is all about. All too late they realize that they "really ought to know something about science"

The responsibility, it is clear, must be laid squarely at the doors of the teachers of science themselves. A generation ago there were such teachers who conceived science to be a genuine instrument in human life, a liberating force and a method of understanding. They are rare today. All too often science is taught by the cook-book method. Follow the manual, get the desired results. Where it is not thus travestied, it is a rigorous and exacting grind, that means years of laboratory work before there comes the rewarding glimpse of the meaning of it all. How often do students in elementary courses in physics or zoology, for example, perceive why these "laws" they learn by heart or these interminable classifications have changed the whole face of the world? How often do students who fulfil all the requirements in mathematics realize the significance of mathe-

matics as the most powerful instrument man has discovered for the interpretation of nature? Their very teachers all too often do not see that the ideas to which they have devoted their lives are not to be confined in a single restricted realm, but leave literally nothing untouched.

Finding little help in scientific courses, students have preferred to disregard science entirely. The fruits of years of hard work were so meager for those who were not to be scientists themselves. It was so much easier not to bother about science. You could then work out a pleasing humanistic philosophy undisturbed by the careful thinking and the alien conceptions the scientists used. But unfortunately no philosophy, no adequate preparation for life, can afford today to be so irresponsible. The idealists tried it—and look at them! They thought they had found the absolute truth; they did not need to pick their way over the painful road of verification.

There is no reason, for example, why every college student should not learn the fundamental significance of the calculus in all exact thought, and the transformation its notions bring. There is no reason, that is, but the teachers of mathematics. A wise and humane mathematician complains that there are but three or four mathematics teachers in the country who could impart it. There is no excuse for such a situation. Unless scientists are willing to assume the responsibility for humanizing their own subjects, and to take the trouble to teach them as integral parts of the life of today, science will go the way of the classics as part of a liberal education. There are warnings on every hand. And instead of being the property of all intelligent and educated men, the techniques of science will become the possession of a small body of professional experts, narrow in their own outlook, the willing tools of short-sighted business men and soldiers. The tragedy of the engineer today has been often commented upon by thoughtful observers like Veblen. His knowledge is the basis of our entire economic life, yet he remains a hireling. He has no sense of social responsibility, just because there is no body of opinion competent to awaken it in him. And the scientist seems to be going the same path.

There is no reason why every college student should become an expert, even in a single science. Perhaps most of them are incapable of mastering a single branch. But there is no reason why every student should not learn something at least of the spirit of scientific

thinking, of its significance in our civilization, of the meaning and implications of some of the basic concepts and methods that have been worked out. In the complete sense, no man knows it today. A liberal education need not make scientists of students, but it should at the very least create in them a sympathetic understanding of the scientific enterprise itself.

HERMAN RANDALL, JR., The New Student

SAVE THE OLD-FASHIONED COLLEGE.—A college cannot accomplish its full purpose with the average student in less than four years and any college that has a majority of its students for only part of the time cannot do for the four-year men what an institution with a majority of full-time students can do. Such an institution is able to maintain scholarly standards of a far higher level than ungraded colleges which are willing to do the miscellaneous work required by irregular students. A college with a large majority of four-year students is also able to maintain a richer and more inspiring atmosphere than other types of schools; the incidental phases of its life are more significant. G. Stanley Hall has well emphasized the importance of the indirect educational influence of a college. He says: "The best education is not that which comes with effort from direct attention and application, but there is an unconscious education which is much more important and which is carried on in the penumbral regions of the mind. This environmental education needs more time." This statement from Dr. Hall not only buttresses the argument for the four-year course, but it also sounds a note of warning to the college that it should jealously guard that intangible something which we call its atmosphere in order that the influences that affect the marginal regions of the students' minds may be influences saturated with scholarly ideals and earnestness of spirit.

Furthermore, I think it may justly be maintained that it is in the last two years and not in the first two that a college accomplishes its purpose with a student and creates within him its distinctive ideal. It is not in connection with freshman mathematics or beginning languages or elementary sciences that a college finds its real opportunity. The work of these first years is largely a preparation for what the college has to offer in the years that follow. It is only when the student begins to delve into philosophy and economics and the social sciences, and when he begins to understand the natural sciences in their implications and has developed a real taste for literature and

something of perspective in history—it is only then that his personal philosophy of life begins intelligently to take on final form.

If the colleges of liberal arts, both in the university and outside, cannot develop citizens of broader outlook and deeper sympathies than other types of institutions can, then they fail of their chief function and there is little hope of their permanent existence. But I believe there is a difference and I am convinced that the difference is shown chiefly in those who have taken the full course and have become the children of their Alma Mater, and not by those who have joined the college household temporarily. Any college in taking a student does so with the hope that ultimately the student will come to represent the ideals for which the college stands and every genuine college in the country desires to graduate the great majority of her students and have them permanently for her children. The sentiments and lovalties that cluster around an alumni relationship to a college that has really inspired and given one a start are among the most significant and satisfying influences that can ever possess a man....

With all due allowance for the undoubted advantages that have been introduced by recent changes in our courses, I cannot help admiring the curriculum of the older colleges. From the standpoint of the work they undertook to do in training a few men to be leaders in letters, in statesmanship, and in the professions, the older colleges were a splendid success. Looked at from the standpoint of the instruction offered in our modern colleges, the old course seems narrow and restricted. It did not make any attempt to cover the whole field of human knowledge. That was not its purpose. It did not have a university ideal. The course was not rich in content nor was it calculated to make the student familiar with the learning of the world, but it did put him in possession of himself, and it did train him to think and to judge and to rely on his own judgment. It consisted of a few subjects, chosen from the whole realm of knowledge selected not for their own sake, but for their value in the training of men. These few subjects were well organized and well applied, and the boy got the benefit of what there was. What they did they did well, and it was performance rather than opportunity that constituted the distinguishing mark of the early colleges, as contrasted with the emphasis upon opportunity and so little upon performance so characteristic of the colleges and universities of our day. The old course was simple, compact, effective. What it lacked in breadth

it more than made up in intensity, and as an instrument of intellectual and moral training it has never yet been excelled.

I do not advocate a return to the rigid course of the older colleges, but I do believe that the ideals they cherished are fundamental ideals and that the qualities they developed are permanent possessions of educated people everywhere. . . .

The most serious criticism that is being lodged against the college today does not relate to its ideals but to its accomplishments. It is said that students, as a matter of fact, do not really do the work prescribed nor realize the benefits of the ideals professed. I have a good deal of patience with criticism of this sort because I believe that much of it is justified. It does not call in question the purpose or aim of a college, but only whether or not the college is actually successful in making its aim effective. I have a very strong suspicion that there is too little rather than too much work in most of our American colleges, and a "good time" is altogether too prone to take the place of scholarly interests and intellectual achievements. The essential framework of a college course is a genuine mastery of the subjects offered, and old-fashioned grinding is still the method of accomplishment.

Donald J. Cowling, Carleton College, *Current History*

The Practical Scholar. —But what sort of education did our founders deem appropriate preparation for effective citizenship? They said that they desired an institution which would partake of the character of the best cultural colleges of America and the polytechnic schools of Europe. Although not clearly formulated, it was evident that they wished to combine broad cultivation with practical effectiveness. Indeed, we may well conceive the educated man to be one who is broadly acquainted with the world in which he lives and capable of performing some function worthily in that world. The two basic thoughts of our founders were that democracy needs public education, and that education should make men both broad and capable. . . .

The first task of the professional educator is to garner the experience of past generations and present it in convenient form to each new generation so that those living may quickly assimilate what it took the race ages to learn. Then they must interpret current life and

¹ Installation address of the President of the College of the City of New York, May 7, 1928

also reach out for new truth which will widen the limits of knowledge. All this is done in the spirit of truth and service. The motive is to liberate and not to confine, to give the individual greater capacity for self-determination and not to pledge him to unexamined conclusions or reduce him to the status of a slave. Its purpose is to enable him to take responsible command of his own life and make it tell in the work of the world. The public school, the college and the university look for no profit, and they back no biased propaganda. They are humble seekers after the truth in so far as the truth is known in a given age and they welcome with gladness new revelations even when they have the effect of exposing the fallacy of beliefs formerly cherished as true by the teachers themselves.

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The forces that surround us and educate us are numerous, subtle, and effective. They teach us many things which are not true, and they sometimes build up in us prejudices and hates. It is peculiarly the function of a liberal arts college to give to the student the means of understanding the present in the light of the past and of enabling him to make accurate observations and draw valid inferences. It should give him the seeing eye and the attentive ear, the well-balanced mind and the heart of freedom and courage. . . .

Of course, we cannot teach the whole range of human knowledge, but we can lay good foundations and arouse intellectual curiosity which will continue well on in life. If we are successful, we shall have made the student free. He will have few fears and prejudices; he will face each new situation with a calm spirit and an open mind. Always looking for new light and truly benevolent toward his fellowmen, he will gaze with serene eye upon whatever life may present, and value or reject it on an intelligent basis. He will be a sane progressive, a liberal in the best sense of the word and one whose life and work will be a blessing to his fellowmen.

But broad cultivation must be supplemented by effective mastery in some field of endeavor. One of the faults of American education is that of delaying too long the professional or specialized studies and of failing to lay a solid foundation of pre-professional training. We must arrange our programs so that upon the broad base of prescribed, general studies there will be built professional or vocational groups which can be completed by the under-graduate or which can form the introduction to the professional school.

There is no incompatibility between the cultural aim and that of professional competency. Indeed, each daily task, thoughtfully per-

formed, may serve as a gate to broad and beautiful gardens of scientific and philosophical thought. And the abstractions of the scholar are more fully grasped if there is experience with some of their practical applications. Our ideal is the scholar who can be of practical service and the workman who brings the scholarly attitude to his work. And this ideal can be attained at all levels of intelligence, from that of the humblest craftsman to the most erudite philosopher....

In all its work, the college has certain ideals. First it admits to its courses only those who are well qualified to pursue them. It has no sympathy with the proposal that all who want to go to college may do so. It stands firmly on the proposition that public funds cannot be wasted on the unfit. The college stands also for real achievement as the basis of continued attendance. It is no country club in which irresponsible boys may grow into graceful and almost equally irresponsible young men. It is a place of hard work with room in it only for the competent student. Encouraging clean, amateur athletics and wholesome extra-curriculum activities, it insists that the prime purpose of the college is to produce competent scholars... May our college be a house of light in which there will dwell knowledge and skill, peace and truth, and, above all, love for humanity.

F. B. Robinson, College of the City of New York

LIBRARY COURSES IN THE COLLEGE.—Others doubtless were as much surprised as I to learn, on counting the list sent by the A. L. A. Board of Education of Librarianship that eighty-five colleges and universities and fifty-five teachers colleges or normal schools, or one hundred and forty schools of higher learning, include library science courses in their curriculum, in thirty-seven states, the District of Columbia, and Hawaii. This is, no doubt, a conservative number, for any one experienced in obtaining answers to questionnaires realizes how many do not respond. It shows how rapidly the subject of library science is taking its place in the colleges, universities, and normal schools of our country....Since the college or university is supposed to select those possessing ability, or, at least those who are to have opportunity for further training, what better place is there than the college to begin the special training for library work? Other professions, including teaching, have long since made this discovery, and today courses in education, as well as engineering, mining,

theology, law, or medicine, are included in the curriculum, preparatory to later work, and shortening the later requirements....

In a discussion of the question as to what are cultural courses, President Eliot of Harvard not long ago pointed out that in the early history of colleges and universities the classical courses, considered so highly cultural, were just as truly vocational as any courses today, for those preparing for the professional vocations of the time—the ministry, law, medicine, or teaching—studied the classics for the purpose of preparation for these vocations; and that all so-called cultural subjects had their inception in necessary vocational requirements.

Practically every library course given has its counterpart in some so-called cultural course. If breadth of vision and development be essential to culture, what better meets the requirement than a course in the history of libraries and bookmaking, which touches the history of all subjects, or in book selection, classification, reference work, or bibliography?

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Logically, too, should not librarianship, as leading to all other professions, or subjects, be equal in dignity to those so served, and be given a place in the curriculum with these other subjects? Courses of college rank take a certain dignity which the library profession would more rapidly acquire if many more colleges would add such courses. A subject so vital to all others certainly should stand equal in rank and esteem to all the others.

The material with which to do the work is already provided; the library is the laboratory, the librarians are experts in their subjects to do the teaching, and a field for service is ready, waiting for those who take the courses. Such courses provide specialized education, and a way to self-support at the least possible expense to the student and his family. A further economic consideration also is the ability of the student to maintain himself usefully at an early age. Should not a student have the opportunity and be encouraged to take his higher work by already having a certain amount of pre-library work while an undergraduate, and thus be ready for experience and and earning and time-saving, while preparing for higher courses and degrees in the subject, as in such other subjects as medicine, theology, or engineering?...

While a few schools make library science only a graduate course, others have included it in the regular four-year curriculum. My plea is that the latter method be more extensively used for the first year of library work, as is the case in other professions. Many a student,

thus prepared for library work in leaving college might be encouraged to go on with the graduate courses after some practical experience, while to others it is a great advantage to step out of college with a means of livelihood and be able to fill acceptably positions of certain rank. Promotions would come with advanced work in the graduate schools as it does in other professions. . . .

Many a university or college librarian has had rank and standing due not to his being the librarian, but as professor of some subject unallied to library work. Such a condition lowers the professional dignity of the rest of the staff who may be technically educated, and

often works hardship in many ways. . . .

The library itself, too, would gain in dignity. Higher and additional standards might be required for the staff, as teaching ability must be considered, but higher standards result in more efficient service in every department. The time and energy required for the staff to do a limited amount of teaching is offset by the stimulus of teaching, breaking the monotony of the work, the constant review, and keeping up to date on the subject, and by the result of more efficient, intelligent student assistants. A larger staff is not needed if the teaching done by each one is limited.

While, on the one hand, to the student looking forward to library work as a career, experience is invaluable, on the other a given amount of money spent on student assistants brings a far greater amount of service to the library than the same amount spent on regularly trained assistants and serves the double purpose of educating future librarians and assisting them financially while receiving their education for higher positions.

From the point of view of those giving the instruction, it may be said that any such use of their time not used for the primary purpose of bringing more librarians into the fold, is wasted. But is it? Is it any more waste to open to as many as possible the riches of the library world, whether they ever become actively engaged in library work, than it is to teach Latin, Greek, music, or any other subject merely with a view to preparing teachers to teach the subject? The esthetic and cultural value to the student and to future users is invaluable.

Again, many librarians come into the library field from teaching and courses in library science give them an outlet for a special ability and utilize a background of pedagogical experience and study to the advantage of the profession generally. . . .

A certain amount of professional teaching dignifies the librarian, in the eyes of other members of the faculty, and the general student body. As a teacher of his subject, he meets the rest of the faculty as well as the students with an added force, in this double capacity. Instead of being considered and treated as a member of the administration, he at once becomes a co-member of the faculty, and rises to the dignity of a specialist in an important subject. The board of trustees is also influenced. In place of their old idea that some one who can do nothing else can be the librarian, will penetrate the fact that it takes a specialist to run the library efficiently, and that every other department is so dependent on it as to be unable to do good work without the right kind of library service. . . .

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A student will register for library courses for various reasons. He wants to see whether he would be interested in library work as a profession. In this case much depends on the instructor who may pass on to him the vision of his life work. He already knows, perhaps, that he wants to be a librarian, and seizes the opportunity to begin... Or he needs something more to complete his schedule for the semester, and thinks library science might be interesting. Or he thinks library courses will help him in his other studies, and they will. Or he expects to teach and will learn through library courses the resources of the library and how to use them. Later, as a teacher, he will train pupils in the use of the library, especially the books of reference, and thus give a new zest to the whole business of books.

Finally, library courses would make the college and university libraries the best possible recruiting stations, increasing the number of efficiently educated librarians and eliminating those not prepared for such service.

MARY ELIZABETH DOWNEY, Denison University, Library Journal

THE HIGH COST OF LEARNING.—The student pays, and pays. During the past few years tuition rates in college after college have gone skyward. It is even advocated in some quarters that the student pay the full price of his education. And there are not lacking those who view the rising cost of education with alarm and predict that the colleges will lose, as a consequence, whatever democratic flavor they still retain.

"The fees should never be allowed to run over \$40 or \$50 in those colleges," President Emeritus Folwell of the University of Minnesota

said the other day in commenting upon the proposed plan of the university regents to increase the tuition in the Arts and Agricultural schools. "Education," he added, "should be made accessible to everyone and this cannot be done if the regents boost fees out of reach of hundreds of young men and women... When the university was first inaugurated there was absolutely no charge in the academic and agricultural schools. During the time I held the office of president, education was entirely free. It was not until the '90s that fees in these schools were charged."

The Minnesota Daily, organ of the students, objects to the contemplated increase: "Any increase, either now or in the future, will make it impossible for the attendance of the marginal class of students. Thousands are now working part or all of their way through the University, or are dependent on none too affluent support. A substantial increase of fees would add a burden which hundreds would be unable to carry."

At Dartmouth, too, someone has been worrying about the high cost of learning. In *The Tower* H. M. C. considers three plans to "eliminate the obvious discrepancy between the actual cost of college education and the payment for value received by the undergraduate or graduate." They are, to (1) raise the tuition charges by annual jumps of some fifty dollars per student until the tuition fee will approximate the cost of education; (2) make the student assume the responsibility of paying back to the college the deficit chargeable to his education within ten or fifteen years after his graduation; (3) lay the cost of education on the class, assessing each member according to his ability to pay. Each of these plans has serious defects.

"The results of the first plan, if adopted," the writer says, "seem inevitable.

"Regardless of the fairly prevalent opinion that the advances in tuition within the past three years have made no difference in the character of the undergraduate body, we, from the admittedly meagre experience of four years at Dartmouth, should like to submit that there has been a gradual but none the less definite change in the financial aspect of the undergraduates. One often hears it said about the campus that if the tuition rates had been at the present level when the particular student had considered Dartmouth as his future alma mater, he would have been forced to give up any attention of spending the next four years in Hanover, and in all probability would

have entered a state university or a smaller college. Furthermore, among those who make this statement are some of the most valuable of the undergraduates—assuming that undergraduates are valuable to the college in any sense except their monetary potentialities. Very slowly the class of students entering Dartmouth is becoming financially more independent, and it may be safely stated that the average undergraduate wealth is higher this year than it was four years ago.

"There have been other more subtle changes which may be traceable in part to the increasing number of undergraduates with money—there is, for instance, a growing materialism on the campus, which crops out in a tendency to judge all values on a more purely economic basis. One hears that national fraternities are just a waste of money; and one sees traditions and interest in intellectual affairs, with particular reference to the arts, on the wane, because their worth is questioned and their worth is frequently a dollar-and-cents conception of worth....

"Even now many students who cannot afford to pay their college expenses borrow five hundred dollars a year or more for their four years as undergraduates, and begin a thirty-dollar-a-week job owing two or three thousand dollars in loans which have helped them through college. Add to that four thousand and more for tuition charges, and the fledgling starts his flight into the face of life with a terrific handicap. Six thousand dollars may be nothing in Wall Street, but it is a staggering sum to owe when one is living in a one-room apartment in Brooklyn, and starting in at the traditional bottom. It may be whispered, too, that there are some college graduates, now elderly men, of whom their alma mater has some right to be proud, and to whom six thousand dollars would still be a staggering sum."

The New Student

THE COST OF COLLEGE EDUCATION. This is a report relating to the financial standards of regional standardizing associations. I am going to present the findings of the Commission drawn from a study made jointly by the Committee on the Cost of Instruction of the North Central Association of Colleges and Secondary Schools and the Commission on the Cost of College Education of the Association of American Colleges.

¹ Report of the Commission on the Cost of College Education presented at the annual meeting of the Association of American Colleges

1. The cost of educating a student in the junior and senior years of a four-year college is on an average seventy per cent greater than the cost of educating a student in the freshman and sophomore years of a four-year institution.

2. For the thirty-two accredited institutions the average cost per student is \$266 for strictly educational purposes. This includes expenditures for instruction, for administration, and for operation and maintenance of the physical plant....So, during the remainder of this paper, as I make reference to "educational expenditures" I am referring to those expenditures, the average of which is \$266 per student rather than to the total current expenditures as reported by the institutions, the average of which is \$300 per student.

3. The cost per student for the non-accredited institutions is only two-thirds as great as the cost per student for the accredited institutions of a similar size.

4. The cost per student for strictly educational purposes in the colleges holding membership with regional accrediting associations ranges from \$583 in one institution with an enrolment of three hundred fifty students to only \$144 in another institution with one thousand five hundred students. Three institutions have costs per student above \$400. One of these has an enrolment of three hundred students, one an enrolment of four hundred students, and the third has an enrolment of one thousand seven hundred students. Four colleges have costs per student lower than \$175. One of these has an enrolment of four hundred, one an enrolment of six hundred, and the other two have enrolments of more than one thousand students. Since it takes \$583 to provide an effective education in one of these institutions, one wonders what quality of education can be provided for only \$144 per student. I may say that both of these institutions representing the extremes in cost are in the North Central territory.

5. Students' tuitions and fees in the thirty-two accredited institutions amount to sixty-two per cent of the expenditures for strictly educational purposes of these institutions. The range in the percentages which students pay of the cost of their education is very large. At one institution in Ketucky students pay only twenty-six per cent of the cost of their education; this represents one extreme. The other extreme is represented by an institution in Indiana which charges students ninety-four per cent of the cost of their education. The income which the group of institutions receives from endowment is thirty-one per cent of the expenditure for educational purposes.

- 6. In the accredited institutions for the school year 1925-1926 the average salary for all full-time members of the teaching staffs for all ranks combined was \$2464. At the institution paying the lowest salaries, the average salary was only \$1969; at the institution paying the highest salaries, the average was \$3426. The average salary of all staff members for all non-accredited institutions included in this report was approximately \$300 lower than the average for all accredited institutions. However, I should like to point out that the institution paying next to the highest average salary, is a non-accredited institution. The range in salaries received by full-time staff members was from \$800 for the most poorly paid instructor giving full time to the institution, to \$10,000 for the most highly paid professor who was not an administrative officer. As has been stated these data concerning salaries are for the school year 1925-26.
- 7. The expenditure for instructional salaries for the thirty-two accredited institutions combined constitutes fifty-nine per cent of the current expenditure which has been classified as expenditure for strictly educational purposes. . . . The extremes are represented by two Indiana institutions. In one of these institutions seventy-five per cent of the current educational expenditures represents expenditures for instructional salaries; in the other institution only forty-seven per cent of the current educational expenditures is for instructional salaries.
- 8. The cost per student is considerably higher in small colleges than in larger institutions. For colleges with enrolments below three hundred fifty, the cost per student is fifty per cent greater than that for colleges with enrolments of one thousand students or more.
- 9. The average salary of full-time teachers of all ranks combined is approximately the same for institutions with enrolments below three hundred fifty students as it is for institutions with enrolments above seven hundred. The lowest average salaries are paid at institutions with enrolments ranging from three hundred to seven hundred students....
- 10. There is practically no correspondence between the enrolments of institutions and the percentage of their funds expended for instructional salaries. Some of the smaller colleges spend only fifty per cent of their funds for instructional salaries while others spend more than seventy per cent of their funds for this purpose. At some of the larger institutions, also, expenditures for instructional salaries constitute as much as seventy per cent of the current educa-

tional expenditures while at other of the larger institutions expenditures for instructional salaries constitute only approximately fifty per cent of the current educational expenditures.

11. The correspondence between the income which colleges receive from endowment and the amount that colleges spend for educating students is by no means close. Some institutions with relatively large endowment incomes have low expenditures per student for educational purposes. At these institutions the money is being spent for other purposes. There is a closer relationship between expenditure per student and the amount of income per student which colleges receive from tuition fees than there is between expenditure per student and the amount of income per student which colleges receive from endowment. Student tuitions constitute a better index of expenditure than do college endowments.

12. The correspondence between average faculty salaries and income received from student tuitions is as close as the correspondence between faculty salaries and income received from endowment. . . .

13. The thirteenth point listed represents an attempt to answer a specific question. This question is: Do the present financial requirements of standardizing agencies result in an expenditure per student adequate for an effective educational program? The answer of the Commission to this question is "No." The present financial requirements of standardizing agencies do not guarantee an expenditure per student for current educational purposes adequate for an effective educational program. The average expenditure per student for strictly educational purposes in the thirty-two accredited institutions is \$266. Although all of these institutions under present standards are accredited, yet one of them has an expenditure per student below \$150, five have expenditures per student below \$200 and eleven have expenditures per student below \$250. The Commission is of the opinion that thoroughly effective instruction cannot be maintained in an institution of any size at an expenditure per student below \$250 for strictly educational purposes.

14. The fourteenth point is also an answer to a specific question. The question reads: Do the present financial requirements result in a satisfactory salary scale? The answer of the Commission to this question is also "No." In a number of institutions the present financial requirements of standardizing agencies do not result in a satisfactory salary scale for teachers. Three of the thirty-two accredited institutions have average annual salaries for full-time

faculty members below \$2000, six of the institutions have average annual salaries below \$2100, and eight of the institutions, constituting one-fourth of the total number, have average annual salaries below \$2200. (I may say that these are the figures for the school year 1925–26. It should be remembered that the average annual salary of teachers has increased \$200 during the past two years.) The Commission is of the opinion that an efficient teaching staff cannot be maintained at an average salary lower than \$2200. We think that is conservative.

FLOYD W. REEVES, University of Kentucky

Does Business Want Scholars?—The other day a gentleman said to a New York friend of his who is a lawyer, "My son is going to graduate from the law school this year and is looking around for a place. Could I send him in to see you?"

The lawyer replied, "Certainly, I'd be glad to see him," but there was no great enthusiasm in his tone.

The father continued, "He is on the Law Review, and several offices have spoken to him; but if you will tell me who in your office sees. . . ." He got no farther. "You send him right in to see me," answered the lawyer. "I'd like to talk to him."

The change had come over the lawyer when the father said, "He is on the Law Review." That means he is a high-mark man.

The big law firms seek the high-mark men from the law schools. The profession believes that the man who stands well in his law studies will make a better lawyer than one who does not.

The hospitals take the same attitude toward medical students. A man with low marks in the medical school is not likely to get an appointment in the best hospitals, for it is the experience of the medical profession that those who stand well in the professional school are more likely to stand well in their profession later on.

But business, on the other hand, does not as a rule select men on the basis of their marks in college. . . .

I believe that this attitude of business toward the scholarship of college graduates differs from the attitude of the legal and medical professions toward scholarship in the graduate schools for one main reason: business believes that a law school teaches a boy law but that a college does not teach a boy business. Consequently, a boy who stands high in the law school will possess knowledge more immediately useful than one who doesn't, while no matter how high a

boy stands in college he will not have much, if any, knowledge immediately useful in business.

This, of course, flies counter to the theory of the educators. They maintain that the courses in college are so conducted that a boy who gets high marks will have had to use his brains and that the habit and ability to use his brains will make him valuable and successful in whatever he tries to do. The legal and medical professions rather sustain this contention, for they say that it is not so much what the men of high standing know that makes them valuable when they leave the professional schools, but the fact that they have the habit of successful mental accomplishment. The academic folk believe that, while a knowledge of history or philosophy may not be immediately applicable to the shoe business, a boy who did good work in history and philosophy is more likely to do well in the shoe business than one who did poorly in those subjects.

The educators believe that the process of education is a continuous interrelated process beginning early in school and ending late in life. They have figures to prove that the boys who do well in school generally do well in college, and that those who do well in college generally rank high in the professional schools, and that those who rank high in the professional schools generally succeed in the professions—law, medicine, and teaching. In fact, a high-grade man in school has much the best chance of being a high-grade man in college, in professional school, in practice, and all through life. . . . Clearly, to tell whether high scholarship has a direct relationship to success in business, more comprehensive and more rigorous evidence is needed. . . .

With this point of view, the personnel department of the American Telephone and Telegraph Company, under the direction of Mr. E. K. Hall, for the past two years has been making such a study of the relation of college scholarship to success in the Bell System. A large part of the study, covering the record of 4125 of the college graduates in the Bell System from 104 colleges is completed. . . .

Of the 4125 graduates, 319 were at once eliminated from the study because more than half of their business careers had been outside the Bell System. Of the 3806 included, 1662 were less than five years out of college, 2144 were from five to thirty years out. In obtaining these men's records we asked the colleges to classify them in four groups:

- 1. Those graduating in the first tenth of their class;
- 2. Those graduating in the first third but not the first tenth

- Those graduating in the middle third of their class:
- Those graduating in the lower third of their class. . . .

Each group's median is expressed as a percentage of the median of all the men included in the study. Median salaries, which show the salary of the man in the middle of his group, for example the fiftieth man in a group of ninety-nine, have been used instead of average salaries, which are sometimes greatly affected by one or two especially high salaries.

Of the 3806 men studied, 498 had graduated in the first tenth of their respective classes. By about the fifth year of their employment this group began to earn more than the other college men. They continued to increase their advantage little by little until they were twenty-five years out of college. Then they began to go ahead

still more rapidly....

Next to the men who graduated in the first tenth of their classes come those who were in the first third of their classes, including the first tenth, 1554 men. Their average earnings in the Bell System are also in relation to their scholarship in college. They are lower than the earnings of the men in the first tenth of their classes, but better than any other group.

Of the 3806 men studied, 1468 graduated in the middle third of their classes and the median man's earnings in this group by the time they are thirty years out of college is somewhat less than twothirds that of the median man among those in the first tenth of their classes.

The 784 men who graduated in the lowest third of their classes have earned the least, and the curve of the earnings of the median man in this group has exactly the opposite trend to that of the median man in the upper tenth of their classes: the longer the best students are in business, the more rapidly their earnings rise. The longer the poorer students are in business, the slower their earnings rise. . . .

In general, the normal expectation is that any college graduate entering business has one chance in three of standing in salary among the highest third of all the college graduates in his company. . . . From this study, it appears that the man in the first third in scholarship at college, five years or more after graduation, has not merely one chance in three, but about one in two of standing in the first third in salary. On the other hand, the man in the lowest third in scholarship has, instead of one chance in three, only about one in five of standing in the highest third in salary. There is also nearly one chance in two that he will stand in the lowest third in salary.

In the same way, the man in the highest tenth in scholarship at college has not one chance in ten, but nearly two chances in ten of standing in the highest tenth in salary. The man in the lowest third in salary, on the other hand, has instead of one chance in ten, only one in twenty-two of standing in the first tenth in salary.

Strikingly enough, almost exactly the same results as those just given were obtained separately for the engineering graduates and the graduates in arts and business who together make up the whole group studied. . . .

In this particular study made by the Bell System salary has been used as a measure of success. While I do not believe that success in life can be rated by income, I do believe that as between one man and another working in the same business organization, success and salary—while not the same thing—will, generally speaking, parallel each other.

W. S. GIFFORD, American Telephone and Telegraph Company, Harper's Magazine

COLLEGE DEBATING .-.. The three chief "evils" of debating are: the choice of subjects, the passivity of the audience, and the too common lack of sincerity among the speakers. The remedies, I have hinted at-at least in part. By choosing subjects close at hand, which have a vital interest for the community which listens to the debate, one will at once stimulate enthusiasm enormously. Already colleges are beginning to consider educational problems, and other questions which have a close relationship to the life of the undergraduate. In some places, the audience already judges the debate, and perhaps this responsibility does more than anything else to keep it awake. One may hope that it will increasingly be the rule to choose speakers who thoroughly believe in the side they are supporting, so that an element of sincerity will be present in the speeches—an element which can only add to the convincingness of the orators. Why try to persuade an audience to adopt a point of view you do not yourself hold? Is it honest even to attempt to? . . .

In an effort to interest students in debating, a New England college recently founded a "debating union" which is not primarily concerned with intercollegiate debates, but from the membership of which such debaters can easily be chosen. It plans to do away with many of the evils we have mentioned, and the organization could be widely copied to advantage. Membership in the union is open to the college community—faculty as well as students: the fee is nominal, so that no one will be deterred from joining by financial considerations. Only members have the right to sit on the floor and take part in the debate; the question is opened by two "teams" of three each, the affirmative beginning and the sides alternating until the negative closes the debate. Each speech is limited to ten minutes, after which the question is thrown open to the floor; and the debate is closed by a summing-up by the negative and affirmative leaders. The audience chooses its places on either side of a center aisle—those upholding the affirmative sitting on the chairman's right, while those supporting the negative sit on the left. When a member rises to speak, he gives his name, of which a note is made by the secretary, and future debaters are chosen from those who have spoken three times from the floor. When the debate is over, the audience leaves the hall by two doors-voting for the affirmative if they leave by the right hand one, or for the negative if they go out through that on the left; and the result is announced by the chairman after the tellers have made their report. An interesting development of this system is that one can observe how many of the audience have changed their minds during the debate, by comparing the number sitting on one side of the aisle with that leaving by the corresponding door.

Eligible speakers, by signing up for the debate, can indicate on which side of the question they care to speak. As the speakers do not represent an organization, there is no occasion for misplaced loyalty to influence judgment; and there is no other team speaking on the other side of the question elsewhere, so there is no need to draft speakers. The questions are of local interest, and often vital; furthermore, the results of the debate can be translated into new regulations. Let us imagine a debate on the merits of compulsory chapel attendance: one side wins an overwhelming victory, and the Student Council may immediately be called upon to consider a change in the regulations of the college. The non-voting public (non-members of the union) may listen to the debate from the gallery, but they may not speak; any one who wishes to do that must join the union and pay his nominal fee. Even in a short time, the interest in debating has revived enormously, and the speakers

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from the floor have so multiplied that there is no longer any difficulty in finding candidates for such intercollegiate debates as fill the college schedule.

ROBERT WITHINGTON, Smith College, School and Society

As FOR EXAMINATIONS.—In spite of lengthy discussions and many new suggestions emanating from pedagogical seminars the old-style examination remains in use with many college teachers. It is true that the "yes or no" examination, the "blank" examination, and other innovations are occasionally used, but has a satisfactory substitute for the written examination with all its shortcomings actually been found?

The "yes or no" examination, no doubt, gives the examiner excellent mental exercise in finding suitable questions, and furthermore he knows that his conscience need not be troubled much in computing his averages. But the student seldom feels satisfied with his simple answer of "yes" or "no." He often wishes to qualify his answer. When he is allowed to do so then we have, in part, the old form of examination back again and the easy computations are upset. The dilemma of the student in answering the "yes or no" type is well expressed by a graduate student in social science who replied to the question, "Is there a gregarious instinct?" "Yes, if you are at Harvard; no, if you are at Columbia."

No doubt such examinations, if well set-up, are valuable for occasional use. They bring to a definite head the real issue and may cause the student to sift well such material as he has in his mind.

The examination which demands the filling of blanks where important words have been omitted reveals to the instructor that certain facts are known—little more. Although these innovations may well be used from time to time for variety, has not the teacher who, besides these, presents, at the end of a given subject and at the end of a semester, a set of questions or topics which requires the student to review the whole field under consideration and to express himself at length done more for his class and for his field?

Is it not possible to formulate questions in such a manner that they may be of some constructive value to the student in indicating to himself his strong or weak points as well as giving the instructor an idea of what the student knows, and a clue as to the causes of his own successful or unsuccessful methods of presentation?

Many students will admit, after graduation at least, that the full meaning of the lectures and readings had not been attained until the preparation for a written examination was well under way. Often a new interest is born from just such a discovery. Furthermore, the student often gets a good deal of healthy satisfaction from the realization of having been able to grasp and to set forth principles and trends and from gaining a new insight into particular situations which he would not have attained or known that he could attain had he not been compelled to review the entire material.

A course without any examinations would seem to prevent, in large measure, a student from receiving this satisfaction which in it-

self may often be the impetus to further work.

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One hears a great deal about the evils of "cramming," of "boning." But the instructor who plans to have several such "bonings," instead of one single, grand, wholesale "boning," from his students may well feel that ample opportunities have been given them to show what they can do, that a residue of ideas may have been left in the mind and some ability acquired in handling material in a given amount of time, in spite of those who intimate that the mind is almost a total blank with regard to the material thus reviewed a short time after an extended effort of this kind.

Undoubtedly there is an art in making a set of questions in such fashion that not only the meaning of the course shall be made clear but that the judgment of the student may be exercised as well as the ability to mass facts in the most effective manner. Is it not to be supposed that the various aspects of problems considered in the white heat of attention will remain fairly clear in the mind for a long time? Conversations overheard on the campus before and after examinations periods would lead one to think so.

Many opponents of examinations give the impression that reasoning and thought-building can go on without facts or definite data, that there is something dangerous about information. But there is little to fear from facts or details provided we learn how to utilize them and to win now the significant from the insignificant.

May it not be that the alleged evils of written examinations come from using them too little instead of too much, from lack of judgment in their question-content as well as lack of discrimination as to their relative importance with other types of testing?

An instructor who scarcely knows his students by sight or name and who gives little or no chance for class discussion or oral-quiz periods,

who gives none of the other various types of examinations, but at the end of a semester expects his pupils to disgorge a certain amount of material reflecting, in some cases, his own opinions and bias, by the use of the long examination may be accused of being lazy, or indifferent to the learning process and inconsiderate of the welfare of his students. It is quite true that he subjects his students to one disagreeable orgy which arouses the uncomfortable, worrisome thought that failure in this one effort means probable failure for the semester. Such misuse of any method is indeed to be condemned. It is this situation which causes the student to think and to fret unduly about grades. Is this not the condition that opponents of examinations protest against, and rightly?

It must be admitted, however, that studies have shown wide variations in the gradings of papers among competent teachers. There is chance also for personal bias to creep into the estimates. No one should assume that there is absolute accuracy or that no injustice is ever done in grading this type of work. But granted an occasional too high or too low grade and some trouble to the instructor in reading long papers, are not the advantages to the student and the attendant satisfactions which may accrue to him from a well-planned set of questions which demand considerable mental effort and selective power to be looked upon still with much favor? Is it the tool that is at fault or the user of the tool?

E. P. KIMBALL, Smith College, School and Society

LOCAL AND CHAPTER NOTES

BENNINGTON COLLEGE, FACULTY-STUDENT RELATIONSHIP.1-My own accidental experience has given me the impression that what is needed more than anything else in the present situation is one or more rather thorough-going attempts to build colleges from the ground up upon the basis of a unified faculty and student life. It so happens that my first teaching experience, after attending very orthodox institutions, getting orthodox undergraduate and graduate training, was in one of the most important experiments of this sort, Reed College on the Pacific Coast. There, to my amazement, I found existing naturally and without artificial effort a facultystudent relationship which would seem unbelievable in the institutions I had known before. After a short experience there, I spent my teaching days in the older institutions of the East. I have had the rather painful and irritating experience of seeing these colleges try painfully and partially to bring about just a little of the helpful relationships which arose naturally and easily at Reed, where conscious effort had been made to produce that result. I have in fact lost all my reputation for veracity as regards what was actually done in that institution. And I confess that in many cases I have been forced to agree with the majority that this or that which was done in the favorable environment of a new college cannot be done in an existing college because traditions and institutional arrangements are too powerful. I have, therefore, a deep conviction that in the eastern part of this country we need to build a new undergraduate college—a college consciously organized for the purpose of creating a common educational community and in which we should break down so far as possible the barrier between the students and faculty. And it is this task and this opportunity which, as much as anything, defines the purpose of those who are founding Bennington College. . . .

I suspect that there are a great many young women of definite and matured interests and competence whom we can attract. The experienced teacher will say, however, "Yes, but there are many others not so mature. There are many girls ready for, and intellectually competent to do, college work who have not yet developed permanent intellectual interests." At Bennington we shall probably have to provide for such girls by arranging the work of our first year or two,

Address at the 1928 Conference of the Progressive Education Association

or just as long as it takes, so as to help them find their real intellectual interests. If they do not find any, I do not think it worth while to have them go on with the advanced or upper-class instruction in any field. If they seem to have general intellectual competence, I see no reason why they should not be allowed to continue the effort to find that interest for more than two years. Once discovered and proved the student can proceed to the work of the last two years with profit. . . .

In general, if we can create an institution which will allow young people with intellectual interests or artistic interests and competence to be associated with faculty people with similar interests and competence, for two, three, or four years, I think we will be doing a useful piece of work. With such a program we will take the essential steps in restoring unity of purpose and effort on the college campus.

ROBERT DEVORE LEIGH

COLUMBIA COLLEGE, THREE TYPES OF STUDENTS. 1-The new curriculum recognizes the fact that there are three types of students, each one of which is worthy, and on each one of which the degree of the college will gladly be conferred upon the completion of the requirements for the degrees. In the first place there is the student who is looking forward to a professional school, and who is pointing his entire college work toward a broad and comprehensive preparation for a life of professional usefulness. Closely related to this type is the student who by temperament and ambition is a scholar, and for whom the most effective college course is the one which gives him the opportunity to go far toward the bottom of some field of scholarly interest. There is also the man whose best intellectual development is not obtained through research work or even through "search" work of the kind encouraged by seminars and intensive attention to the cultivation of a narrow field. The administrative device which has been adopted automatically to take care of these various types of students consists in the requirement for the degree of sixty so-called maturity credits.

The solution of the problem of the first two collegiate years hinges upon the organization of a program permitting the student to make a wide survey of various fields of intellectual interests, in order that he may determine the direction which he should finally take.

HERBERT E. HAWKES

¹ Report of the Dean

CONNECTICUT COLLEGE, PROFESSOR WELLS REMAINS.—In the October Bulletin it was stated that when they accepted the resignation of the president on March 23, the Trustees of the College requested the resignation of Professor John Edwin Wells. On May 24, after hearing a report of a committee of the Trustees on the situation, the Board by vote refused to accept any complaint against Professor Wells.

At no time during his service of eleven years in the College has any criticism adverse to himself or his department been presented to Dr. Wells by the Trustees. Dr. Wells remains with the College.

Johns Hopkins University, Institute for the Study of Law.—In 1910 the University included in its program of expansion an Institution of Applied Science; a Training School for Teachers; a Building for Pathology, including Hygiene and Bacteriology; and a School of Jurisprudence. The establishment of the Institute for the Study of Law in June, 1928, completes this program. It will form an independent School of the University with its own Advisory Board.

During the academic year 1928–29 the members of the faculty will concentrate upon their own research problems and upon formulating a course of future action for the Institute. No students will be enrolled during this year, but properly qualified persons who wish to be associated with the researches of members of the faculty may make application for such privileges. Applications should be addressed to the Provost of the University.

University of Oregon, "Lower Division Work."—One year ago the faculty, in line with the newer developments in education, created a committee to study and report on the question of organizing the first two years of university work on a junior college basis. While rejecting the phrase "junior college" and substituting the designation "lower division work" the legislation nevertheless embodies the junior college principle in effect. The first two years of the college curriculum are recognized as a unit related in a way to the high-school work that has gone before and intended to facilitate the transition from secondary school work to specialized university training which begins with the junior year. The first two years of the college of literature, science, and the arts as reorganized are intended to lay broadly the foundation for a liberal education and

prepare the student for specialized study or entrance into the professional schools later on.

During the freshman year while the student is finding himself, the course will consist, in addition to the required work in English, foreign languages, and physical education and hygiene, largely of survey courses. . . . To facilitate the work of giving these the departments were classified into four affiliated groups: 1. languages and literature, 2. social science, 3. physical sciences, and 4. biological sciences. Each of these groups is provided with survey courses broadly introductory to the work of the several disciplines included in the group. During the first two years, a student who has not chosen a major in one of the professional schools will not have a department major at all. He will merely designate one of the groups as a field of principal interest. Moreover, he will be compelled to distribute his freshman and sophomore work in such a way as to insure contact in a broad way with three of the four groups into which the college is divided.

At the beginning of the junior year the student will choose a major.... During the first two years students will be assigned in small groups to professors who will act in the double capacity of adviser and instructor in the survey courses indicated above....

At the same time the course of the first two years was reorganized, the line was more sharply drawn between upper and lower division. At the end of his first two years the student will be given a junior certificate or, if he prefers, a certificate of graduation from the lower division. Provided the student has maintained a high average in his work, he will be given a junior certificate with honors privileges and be entitled to enroll in honors courses. The work from this point to the receipt of his bachelor's degree will be more intensive and more highly specialized. Nearly two-thirds of the courses must be of advanced nature and designated as upper division work.

Both because a certificate of graduation can be obtained at the end of two years and the student in the upper two years must face a rigorous program of intensive study, many students of average ability or below will find the end of the second year a convenient stopping place in their university careers.

ARNOLD BENNETT HALL, School and Society

University of Pittsburgh, Alumni Reading Lists.—The Alumni Council last year established a committee on Alumni Education. The

committee has projected a paper program of varied educational services—lectures, syllabi, cooperation with such cognate institutions as the Carnegie Institute and Library, the Allegheny Observatory, etc.; and general moral support of existing cultural agencies. For it believed that to duplicate functions here would be an intellectual sin, and having but limited financial resources, it has perforce directed its efforts to such activities as could be set up with voluntary assistance. Of these, the most immediately profitable seemed a series of Alumni Reading Lists.

The Faculty, always generous in giving more than the required stint, has served as an ex-officio advisory committee, and individual faculty members of distinction have prepared reading lists in their special fields. A leading local department store, the Joseph Horne Company, agreed to finance the entire cost of printing and mailing the lists as good-will advertising for its Book Shop. The lists consist of eight-page pamphlets with a brief introduction sketching the background of the field, followed by annotations and bibliographical data on perhaps twenty-five significant books. The books are chosen mainly from those published within the last ten or twenty years, which in most fields has been a revolutionary period of progress. Four lists have been published on the subjects of Modern Painting. International Relations, Child Psychology, and Astronomy. Highly technical works have been avoided in favor of general books that can be read with pleasure and profit by the layman. . . . It is planned to publish about six lists a year for the present, on such widely separated and timely subjects as the New Biography, the Business Cycle, Relativity, Contemporary French Literature, Ancient Man, Hygiene of the Human Body, the American Novel, Industrial Chemistry. . . .

To gauge the results of such a program lies, of course, in the realm of intangibles. The lists are mailed without charge to all active members of the Alumni Association, numbering nearly five thousand. Letters and comments from individual members indicate an appreciative response.

Kenneth M. Gould, New Student

REED COLLEGE, COOPERATIVE ART COURSE.—Reed College and the Portland Art Association have established a five-year course leading to graduation from both institutions. Graduates will receive the certificate of the Art School and the degree of Bachelor of Arts from the College. All applicants are required to fulfil the Reed entrance requirements and before graduation must establish

their ability to read French or German. Approximately two and one-fourth years, including the entire first year, are to be spent in work at the Art School. The rest of the student's time will be devoted to college work. The Combined Course is designed to meet the case of those students who desire both the liberal education embodied in a college course and the professional training and culture of the Art School. It is of particular value to students desiring to qualify as teachers of art.

SMITH COLLEGE, SURVEY OF TEACHING OF THE SOCIAL SCIENCES.— A Joint Conference Committee of Trustees and Faculty has been appointed "to inquire into the whole question of the teaching of the social sciences." The attention of the Committee has been focused first upon the courses in sociology because sociology is a comparatively new discipline and is regarded by its professors as an integrating science. It thus presents a special problem of definition of scope. "It was recognized," says a report from the Committee to the Trustees, "that because the social sciences have to do with the institutions of society they must inevitably be controversial in character. Objective scientific treatment is likely to arouse the antagonism of those who would maintain unchanged all of the institutions of society. Against this type of attack, however, Smith College stands firm in its own traditions of seeking truth and opening to students access to knowledge and to scientific methods. Such a pursuit of truth demands freedom of thought, inquiry, and teaching for members of the faculty. To expect uniformity of view among the teachers is a contradiction in terms for an institution which encourages independence of judgment among students and faculty alike. . . . We are concerned with setting up such a framework for the social sciences and such procedure for conference and for coordinated planning as will enable the individual to do his best work as a teacher."

The question of the relation of the Trustees to the teaching of the social sciences "seems of vital importance because, in view of the controversial character of the social sciences, interference by a Board of Trustees might easily tend to stimulate stultification in teaching. The sound approach is to view the problems of the social sciences as fundamental questions of educational policy, and then to consider the ways in which the Faculty itself can be organized for adequate discharge of its responsibilities in relation to the social

sciences, while at the same time the relationships between the Faculty and the Board of Trustees may make possible intelligent cooperation in their respective spheres."

University of Wisconsin, Supervisory Service Bureau.—Students who take teacher training at the University . . . will continue their training in service for two years under the plans of the state university divisions of the institute for the training of teachers. . . . School systems are visited under the new supervisory service bureau. A correspondence service whereby teachers, principals, and superintendents may receive aid in solving school problems by mail and a bulletin service dealing with specific teaching problems are included in the plan. . . .

No evaluation of teachers is made in the visits to schools which graduates request. The supervisor who makes the visit is a specialist both in teacher training and in the subject which the teacher teaches. He merely spends the day with the teacher and through consultation or demonstration seeks to offer whatever suggestions fit the case. The supervisors are not inspectors. They are "teacher helpers."

Professional schools of engineering, law, medicine, and others have already accepted the fact that training institutions do not turn out fully trained persons, comments Professor A. S. Barr, in general charge of the state university supervisory service bureau. "Establishment of the interneship in medicine is an example. Germany has recognized the need for two proving-up years, of work done in the field under careful supervision, required of each prospective teacher."

A general committee representing institutions and school-systems in the state makes recommendations for the institute as a whole. Each teacher-training institution has its division which deals with its own graduates.

School and Society

Worcester Polytechnic Institute, "Yankee Ingenuity" Scholarship.—A scholarship whose recipient must, by the terms of gift, demonstrate his "Yankee ingenuity" has been awarded for the first time this year. The applicant must "have been born in New England and received his preparation at a New England preparatory or high school;" he must "submit a well written description of the specific achievements on which his claim is based;" and "his statements shall be substantiated by reliable authorities

who shall also submit an opinion of the degree of Yankee ingenuity possessed by the applicant." The achievements of the applicant are judged on the basis of three factors, "poverty of material resources, practicality of end, and the intuitive nature of the ingenuity."

The first recipient of the scholarship has received the reward chiefly for the construction of a bridge at the Boy Scout camp near Worcester. Engineering instructors at the Institute were impressed by the skill exhibited, by the principles of bridge design incorporated in the simple but substantial structure, by the way in which the ordinary Boy Scout tools and materials at hand had been used in construction, and by the manner in which unskilled workers had been directed.

MEMBERSHIP

NOMINATIONS FOR MEMBERSHIP

The following sixty-two nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before December 20, 1928.

The Committee on Admissions consists of Frederick Slocum, Wesleyan, *Chairman*; W. C. Allee, Chicago; A. L. Bouton, New York; E. S. Brightman, Boston; E. C. Hinsdale, Mt. Holyoke; A. L. Keith, South Dakota; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; F. A. Saunders, Harvard.

Donald K. Adams (Psychology), Wesleyan

W. F. Bailey (Chemistry), Washington and Lee

Ellinor H. Behre (Zoology), Louisiana

Clifford Bell (Mathematics), California (Los Angeles)

Viola M. Bell (Nutrition), Iowa State

Howard G. Bennett (Music), Vermont

G. H. Benton (History), Drury

Julio Berzunza (Languages), New Hampshire

William M. Blackburn (English), Duke

Paul R. Blanchet (Romance Languages), Pennsylvania State

J. Howard Brown (Bacteriology), Johns Hopkins

Harold Burris-Meyer (English), Washington and Jefferson

E. Malcolm Carroll (History), Duke

Maria Caveney (Music), Seton Hill

R. Corrigan (History), Detroit

Frank G. Davis (Education), Bucknell

Olive S. DeLuce (Fine Arts), State Teachers College (Missouri)

H. A. DeWeerd (History), Wittenberg

Howard Eaton (Philosophy), Oklahoma

John H. Fasy (Philosophy), Fordham

Russell J. Ferguson (History), Pittsburgh

Augustus M. Fremgen (Greek), Fordham

A. F. Frumveller (Mathematics), Detroit

Nivon Georges (Modern Languages), Occidental

Paul G. Graham (German), Wesleyan

¹ Nominations should in all cases be presented to the Secretary, H. W. Tyler, 222 Charles River Road, Chambridge, Mass.

Francis H. Griffin (Political Science), Detroit

Walter E. Hartley (Music), Occidental

Henry E. Hartman (Romance Languages), Tufts

Clarence Hodges (Physics), Temple

Edwin H. Howard (Accounting), Washington and Lee

W. Leopold (German), Northwestern

F. G. Livingood (Education), Washington College

Ingelborg G. Lommen (Modern Languages), Iowa State

Frederick H. Lund (Psychology), Bucknell

F. L. Lyson (Chemistry), Temple

William T. MacCreadie (Mathematics), Bucknell

William McDougall (Psychology), Duke

Henry A. McGarvey (Latin), Fordham

NeyLannes McMinn (English), Northwestern

G. D. Marckworth (Forestry), Louisiana

James W. Martin (Economics), Kentucky

Walter M. Miller (Mathematics), Bowdoin

W. Northrop Morse (English), Tufts

Winifred Q. Norton (English), Rockford

H. Sherman Oberly (Psychology), Pennsylvania

Ethel L. Parker (Education), Kentucky

Winfred T. Root (History), Iowa

Ernest C. Ross (English), Oklahoma

Howard W. Russell (Physics), Carnegie

Sandford M. Salyer (English), Oklahoma

Anna Schafheitlin (German), Allegheny

Paul C. Shedd (Engineering), Washington and Lee

Leon E. Smith (Physics), Denison

John W. Spargo (English), Northwestern

George D. Stoddard (Education), Iowa

Bonno Tapper (Philosophy), Iowa

Laura Towne (Modern Languages), Iowa State

O. L. Troxel (Education), Wichita

Gerrit T. Vander Lugt (Philosophy), Carroll

L. E. Winfrey (Modern Languages), Oklahoma

William M. Whyburn (Mathematics), California (Los Angeles)

Jewel Wurtzbaugh (English), Oklahoma